


**SPECIAL EDITION FOR
MIAMI DADE COMMUNITY COLLEGE**

GRASSROOTS

ENC 0021 LAB WORKBOOK

FAWCETT

SANDBURG



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**SPECIAL EDITION FOR
MIAMI DADE COMMUNITY COLLEGE**

GRASSROOTS

ENC 0021 LAB WORKBOOK

SUSAN FAWCETT

ALVIN SANDBURG

HOUGHTON MIFFLIN COMPANY

BOSTON NEW YORK

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Printed in the United States of America.

ISBN: 0-618-35746-7
N02262

3 4 5 6 7 8 9 - VG - 04 03

 **Houghton Mifflin**
Custom Publishing

222 Berkeley Street • Boston, MA 02116

Address all correspondence and order information to the above address.

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Taken from Grassroots with Readings: The Writer's Workbook 7e: Susan Fawcett and Alvin Sandberg: Houghton Mifflin Company

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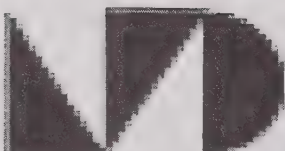
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Acknowledgments

The successful match between course competencies and selected materials found within this text is attributed to the many hours of hard work and the professional expertise of the following College Prep Department members:

Nancy Fagel
Mark Johnson
Evelyn Jordan
Karen Taghi Zoghi
Karen Williams



305-237-1581

North Campus
Miami-Dade Community College

COLLEGE PREP READING & WRITING LAB

Welcome & Orientation

College prep students are required to attend one hour of lab for each hour spent in the classroom. Together we can create an effective learning environment by actively governing ourselves appropriately and according to college policy.

LAB PROCEDURES

1. Come to lab motivated and willing to work.
2. To receive full credit, you must identify your work.

Name—First and Last
Course and Reference #
Title of Material
Date
Lab Instructor Name(s)
Lab Day(s) and Time(s)

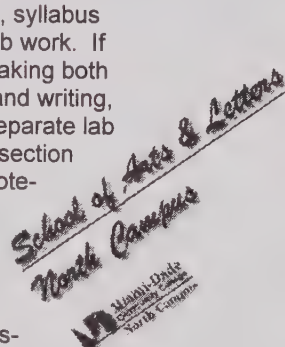
3. **ALWAYS BRING** black or blue ink pens and #2 pencils, 8 ½ x 11" loose leaf paper, Scantron forms, and a dictionary.
4. You will receive a syllabus from your lab instructor. While attending lab, you

may only work on tasks or activities that are assigned by your lab instructor.

5. You are required to keep a lab folder or a section for lab in your notebook. You must bring it with you each time you come to the lab. In it, you will keep your printed lab schedule, syllabus and all lab work. If you are taking both reading and writing, keep a separate lab folder or section in your notebook for each course.
6. Inform your classroom and lab

instructor immediately if you switch your reference # or course.

7. Your lab instructor will collect your syllabus with documentation of completed lab work at the end of the term.



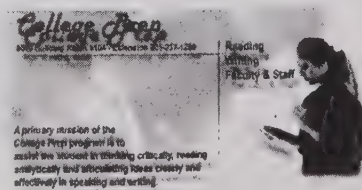
ATTENDANCE PROCEDURES

8. For successful mastery of each skill, it is important that you participate in all lectures, practices, and review sessions; therefore, attend all classes and labs regularly and on time.
9. Document your attendance. Your lab instructor may take roll on the Student Sign-in Sheet or call roll (or do both) for each lab session.
10. Your lab instructor will periodically send your lab attendance and progress to your-

class instructor. Your lab attendance and progress may affect your ability to pass the course. Your class instructor will determine your final grade in the course.

11. Because this is a place for you to improve your English skills, **WE APPRECIATE YOUR COOPERA-**

TION BY NOT SPEAKING ANY OTHER LANGUAGE WHILE IN THE LAB.



LAB POLICY

12. Unfortunately, **CHILDREN MAY NOT ATTEND THE LAB**, because of insurance regulations. Furthermore, they may not be left unsupervised on campus grounds.
13. **DO NOT BRING FOOD OR DRINKS INTO THE LAB AREAS.**
14. Please be respectful of others. Keep your voice low. **DO NOT USE PROFANITY.**
15. You are expected to follow all college lab policies, as well as library rules. Turn off or silence your cell phones, beepers and alarm watches. Do not wear headphones while in the lab.
16. Your lab instructor may dismiss you from a day's lab session for any violation contained in **Miami-Dade Community College Student's Rights and Responsibilities Handbook**, which includes but is not limited to the following actions: verbal statements or written statements which threaten or violate the personal safety of any instructor, staff or student; any conduct which interferes with the educational process or the function of the lab; harassment, sexual or otherwise that has the effect of creating a hostile or offensive environment for any lab instructor, staff or student; or using or being under the influence of drugs or alcohol while attending lab.
19. If your instructor dismisses you from a day's lab session, you must report to the College Prep Lab Coordinator, room 1581, in order to attend the next lab session. **NOTE:** Your lab instructor will leave a note for the coordinator to contact you as well. The chairperson has the option to dismiss you permanently from the lab.

LAB INSTRUCTOR'S RESPONSIBILITIES

- * To provide a welcoming and nurturing environment for a diverse student population
- * To encourage learning
- * To treat students with respect
- * To ensure that the access to educational opportunities is available to students
- * To view teaching and learning as collaborative responsibilities
- * To encourage, expect and teach students to develop the ability to apply what they learn to their everyday lives
- * To see the labs as places where positive and meaningful goals are met
- * To have an overall commitment to develop lifelong learners
- * To motivate and praise students for successes and/or attempts
- * To convey to students information concerning updates and changes in the College Prep curriculum that will affect them

STUDENTS' RESPONSIBILITIES

- * To demonstrate respect for lab instructors, staff and fellow students regardless of gender or ethnicity, religious or political beliefs, or sexual orientation.
- * To accept responsibility and accountability for one's own actions, including verbal and written communications.
- * To maintain the highest ethical standards when interacting with lab instructors, staff and students
- * To maintain integrity in the preparation and submission of required lab work.
- * To conduct one's self as a mature adult and member of an academic institution.

Creating a Community of Learners

You should pick up a copy of the Miami-Dade Community College Students' Rights and Responsibilities Handbook in Student Life, room 4205.

**Miami-Dade Community College
Course Competencies
ENC 0021 – College Prep Writing 3**

Catalogue Description

ENC 0021 is a college prep writing course, which addresses effective sentence, paragraph and essay development using standard edited American English. Lab required. Special Fee.

4 credits

Prerequisites

CPT score of 71 – 82 or successful completion of ENC 0020

Course Competencies

Competency 1 The student will compose multi-paragraph essays, which include:

- a. Thesis Statement
- b. Sufficient Supporting Details And Examples
- c. Appropriate Transitions To Achieve Coherence
- d. Unity
- e. Logical Conclusions

Competency 2 The student will perform the steps of the writing process which include:

- a. Pre-writing
- b. Drafting
- c. Revising
- d. Editing

Competency 3 The student will recognize and correct common errors in:

- a. Noun Forms
- b. Pronoun Usage
- c. Verb Form And Tenses
- d. Subject-Verb Agreement
- e. Adjective And Adverb Modification
- f. Parallelism
- g. Commonly Confused Nouns
- h. Punctuation
- i. Capitalization
- j. Fragments
- k. Run-ons (Comma Splices And Fused Sentences)
- l. Dangling And Misplaced Modifiers

Competency 4 The student will write under time constraints.

Revised 12/01/99

EXPLANATION OF GRADES FOR COLLEGE PREP WRITING CLASSES

WRITING I (ENC 0002)

- S** means that you have made satisfactory progress by fulfilling the course objectives and the minimum entry requirements for College Prep Writing II (ENC 0020). **You are required to enroll in College Prep Writing II (ENC 0020).**
- P** means that while you have made progress in improving your writing skills, you have not yet fulfilled all course competencies essential for entry into College Prep Writing II (ENC 0020). **You are required to re-enroll in College Prep Writing I (ENC 0002).**
- U** means that your work and/or your attendance during the semester have been unsatisfactory.

WRITING II (ENC 0020)

- S** means that you have made satisfactory progress by fulfilling the course objectives and the minimum entry requirements for College Prep Writing III (ENC 0021). **You are required to enroll in College Prep Writing III (ENC 0021).**
- P** means that while you have made progress in improving your writing skills, you have not yet fulfilled all course competencies essential for entry into College Prep Writing III (ENC 0021). **You are required to re-enroll in College Prep Writing II (ENC 0020).**
- U** means that your work and/or your attendance during the semester have been unsatisfactory.

WRITING III (ENC 0021)

- S** means that you have made satisfactory progress by fulfilling the course objectives and the minimum entry requirements for College Level English (ENC 1101). **You are required to enroll in College Level English (ENC 1101).** It is strongly recommended that you enroll immediately after completion of ENC0021 while skills are at their strongest.
- P** means that while you have made progress in improving your writing skills, you have not yet fulfilled all course competencies essential for entry into College Level English (ENC 1101). **You are required to re-enroll in College Prep Writing III (ENC 0021).**
- U** means that your work and/or your attendance during the semester have been unsatisfactory.

REPEAT POLICY

State law permits have changed. Your instructor will explain the current repeat policy.

Note: Each level takes a Departmental Exam. However, in addition to the Departmental Exam, Writing III (ENC0021) also takes a State Exit Exam.

PART 1

Composing Multi-Paragraph Essays

CHAPTER 1

Developing Effective Paragraphs

PART A *Defining the Paragraph
and the Topic Sentence*

PART B *Narrowing the Topic
and Writing the Topic
Sentence*

PART C *Generating Ideas for the
Body of the Paragraph*

PART D *Selecting and Dropping
Ideas*

PART E *Arranging Ideas in a Plan
or an Outline*

PART F *Writing and Revising the
Paragraph*

PART G *Writing the Final Draft*

PART H *Looking at a Paragraph
from Start to Finish*

Internet Strategies

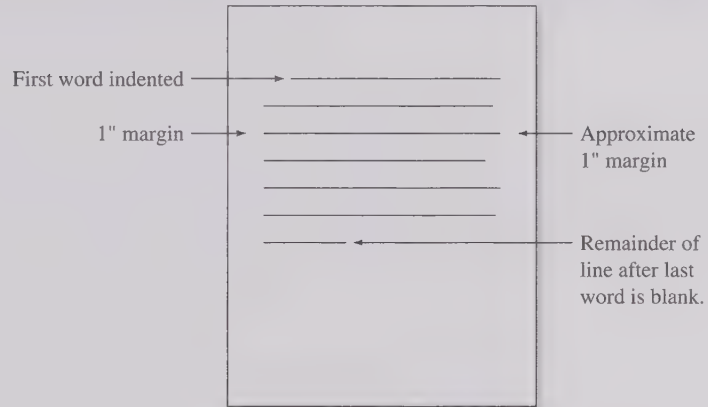
The *paragraph* is the basic unit of writing. This chapter will guide you through the process of writing paragraphs.

PART A

Defining the Paragraph and the Topic Sentence

A *paragraph* is a group of related sentences that develop one main idea. Although a paragraph has no definite length, it is often four to twelve sentences long. A paragraph usually appears with other paragraphs in a longer piece of writing—an essay, a letter, or an article, for example.

A paragraph looks like this on the page:



- Clearly *indent* the first word of every paragraph about one-half inch or five spaces on the keyboard. On a computer, you can usually tab over (once) for a paragraph indent.
- Extend every line of a paragraph as far as it will go to the right-hand margin. If you are working on a computer, the line wraps automatically.
- However, if the last word of the paragraph comes before the end of the line, leave the rest of the line blank.

Topic Sentence and Body

Most paragraphs contain one main idea to which all the sentences relate. The *topic sentence* states this main idea. The *body* of the paragraph supports this main idea with specific details, facts, and examples.

When I was growing up, my older brother Joe was the greatest person in my world. If anyone teased me about my braces or buckteeth, he fiercely defended me. When one boy insisted on calling me "Fang," Joe threatened to knock his teeth out. It worked—no more teasing. My brother always chose me to play on his baseball teams though I was a terrible hitter. Even after he got his driver's license, he didn't abandon me. Instead, every Sunday, the two of us went for a drive. We might stop for cheeseburgers, go to a computer show-room, drive past some girl's house, or just laugh and talk. It was one of childhood's mysteries that such a wonderful brother loved me.

Jeremiah Woolrich, student

- The first sentence of this paragraph is the *topic sentence*. It states in a general way the main idea of the paragraph: that *Joe was the greatest person in my world*.

Although the topic sentence can appear anywhere in the paragraph, it is often the first sentence.

- The rest of the paragraph, the *body*, fully explains this statement with details about braces and buckteeth, baseball teams, Sunday drives, cheeseburgers, and so forth.
- Note that the final sentence provides a brief conclusion so that the paragraph *feels* finished.

Practice 1

Each group of sentences below can be arranged and written as a paragraph. Circle the letter of the sentence that would be the best topic sentence. REMEMBER: The topic sentence states the main idea of the entire paragraph and includes all the other ideas.

EXAMPLE: a. Speed-walking three times a week is part of my routine.

(b.) Staying healthy and fit is important to me.

c. Every night, I get at least seven hours of sleep.

d. I eat as many fresh fruits and vegetables as possible.

(Sentence b is more general than the other sentences; it would be the best topic sentence.)

1. a. My father looks handsome in his old-fashioned top hat and tails.

b. My mother is seated before him wearing a lacy gown.

c. I will always treasure a faded wedding picture of my parents.

d. In the background is the old arched gate of my grandparents' garden.

2. a. In 1988, three students at a Philadelphia high school for the arts were singing in the men's room.

b. Singing dates in Philadelphia clubs led to their first recording contract.

c. A fourth student came by, added a bass note, and was asked to join the group, then called Unique Attraction.

d. The group Boyz II Men rose quickly from lunch-hour vocalizing to international fame.

e. Their first album, *Coolie High Harmony*, earned platinum.

f. Today the Boyz' silky mix of doo-wop and gospel is loved all over the world.

3. a. Physical courage allows soldiers or athletes to endure bodily pain or danger.

b. Those with social courage dare to expose their deep feelings in order to build close relationships.

c. Those rare people who stand up for their beliefs despite public pressure possess moral courage.

d. Inventors and artists show creative courage when they break out of old ways of seeing and doing things.

e. Psychologist Rollo May claimed that there are four different types of courage.

4. a. Many old toys and household objects are now collectors' items.
 - b. A Barbie or Madame Alexander doll from the 1950s can bring more than \$1,000.
 - c. Old baseball cards are worth money to collectors.
 - d. Fiesta china, made in the 1930s, has become popular again.
5. a. You should read the ingredients on every package of food you buy.
 - b. Children should not eat mandelona, which is made from peanuts soaked in almond flavoring.
 - c. Avoid buying food from bins that do not list ingredients.
 - d. If your child is allergic to peanuts, you need to be constantly on the alert.
 - e. In a restaurant, tongs may have been used to pick up items containing peanuts.

PART B

Narrowing the Topic and Writing the Topic Sentence

This chapter will guide you through the process of writing paragraphs of your own. Here are the steps we will discuss:

1. Narrowing the topic and writing the topic sentence
2. Generating ideas for the body
3. Selecting and dropping ideas
4. Grouping ideas in a plan
5. Writing and revising the paragraph
6. Writing the final draft

Narrowing the Topic

Often your first step as a writer will be *narrowing* a broad topic—one assigned by your instructor, one you have thought of yourself, or one suggested by a particular writing task, like a letter. That is, you must cut the topic down to size and choose one aspect that interests you.

Assume, for example, that you are asked to write a paragraph describing a person you know. The trick is to choose someone you would *like* to write about, someone who interests you and would probably also interest your audience of readers.

At this point, many writers find it helpful to think on paper by *brainstorming*, *freewriting*, or *clustering*.^{*} As you jot down or freely write ideas, ask yourself questions. Whom do I love, hate, or admire? Who is the funniest or most unusual person I know? Is there a family member or friend about whom others might like to read?

Suppose you choose to write about your friend Beverly. *Beverly* is too broad a topic for one paragraph. Therefore, you should limit your topic further, choosing just one of her qualities or acts. What is unusual about her? What might interest others? Perhaps what stands out in your mind is that Beverly is a determined person who doesn't let difficulties defeat her. You have now *narrowed* your broad topic to just *Beverly's determination*.

Writing the Topic Sentence

The *topic sentence* states your narrowed topic clearly in sentence form. It makes one point that the rest of your paragraph will support and explain. A topic sentence can be very simple (*Beverly is a determined person*), or, better yet, it can state your attitude or point of view about the topic (*Beverly inspires admiration because she is so determined*). A good topic sentence should be limited and complete.

Your topic sentence should be *limited*. It should make a point that is neither too broad nor too narrow to be supported in a paragraph. As a rule, the more specific and well-defined the topic sentence, the better the paragraph. Which of these topic sentences do you think will produce the best paragraphs?

- (1) My recent trip to Colorado was really bad.
- (2) My recent trip to Colorado was disappointing because the weather ruined my camping plans.

- Topic sentence (1) is so broad that the paragraph could include almost anything.
- Topic sentence (2), on the other hand, is *limited* enough to provide the main idea for a good paragraph: how terrible weather ruined the writer's camping plans.

- (3) The Each-One-Reach-One tutoring program encourages academic excellence at Chester Elementary School.
- (4) Tutoring programs can be found all over the country.

- Topic sentence (3) is limited enough to provide the main idea for a good paragraph. Reading this topic sentence, what do you expect the paragraph to include?

-
-
- Topic sentence (4) lacks a limited point. Reading this sentence, someone cannot guess what the paragraph will be about.

In addition, the topic sentence must be a *complete sentence*; it must contain a subject and a verb and express a complete thought.* Do not confuse a topic with a topic sentence. For example, *the heroism of Christopher Reeve* cannot be a topic sentence because it is not a complete sentence. Here is one possible topic sentence: *Christopher Reeve's work with other spinal-cord injury patients makes him a true hero.*

For now, it is best to place your topic sentence at the beginning of the paragraph. After you have mastered this pattern, you can try variations. Placed first, the topic sentence clearly establishes the focus of your paragraph and helps grab the reader's attention. Wherever the topic sentence appears, all other sentences must relate to it and support it with specific details, facts, examples, arguments, and explanations. If necessary, you can revise the topic sentence later to make it more accurately match the paragraph you have written.

*For more work on writing complete sentences, see Chapter 10.

Do not begin a topic sentence with *This paragraph will be about . . .* or *I am going to write about . . .* These extra words contribute nothing. Instead, make your point directly. Make every word in the topic sentence count.

Practice 2

Put a check beside each topic sentence that is limited enough to be the topic sentence of a good paragraph. If you think a topic sentence is too broad, limit the topic according to your own interests; then write a new, specific topic sentence.

EXAMPLES: ✓ E-mail has changed my life in three ways.

Rewrite: _____

I am going to write about cell phones.

Rewrite: Talking on a cell phone can distract drivers to the point of causing accidents.

1. Working in the complaint department taught me tolerance.

Rewrite: _____

2. A subject I want to write about is money.

Rewrite: _____

3. This paragraph will discuss food.

Rewrite: _____

4. Some things about college have been great.

Rewrite: _____

5. Single parents often have a hard time.

Rewrite: _____

6. Living in a one-room apartment forces a person to be organized.

Rewrite: _____

PART C*Generating Ideas for the Body of the Paragraph*

Rich, supporting detail is one key to effective writing. A good way to generate ideas for the body of a paragraph is by *brainstorming*, freely jotting down ideas. This important step may take just a few minutes, but it gets your ideas on paper and may pull ideas out of you that you didn't even know you had.

Freely jot down anything that might relate to your topic—details, examples, little stories. Don't worry at this point if some ideas don't seem to belong. For now, just keep jotting.

Here is a possible brainstorming list for the topic sentence *Beverly inspires admiration because she is so determined*.

1. saved enough money for college
2. worked days, went to school nights
3. has beautiful brown eyes
4. nervous about learning to drive but didn't give up
5. failed road test twice—passed eventually
6. her favorite color—wine red
7. received degree in accounting
8. she is really admirable
9. with lots of will power, quit smoking
10. used to be a heavy smoker
11. married to Virgil
12. I like Virgil too
13. now a good driver
14. never got a ticket
15. hasn't touched another cigarette

As you saw in Part B, some writers also brainstorm or use other prewriting techniques *before* they write the topic sentence. Do what works best for you.

Practice 3

Here are three topic sentences. For each one, brainstorm, freewrite, or cluster for several specific details that you might use to develop an interesting paragraph.

1. The room was decorated with items from every stage of my (his, her) life.

2. _____ gave a wonderful party for _____.

3. The best course I ever took was _____.

Practice 4

Now choose one of the topic sentences that you rewrote for Practice 2. Write that topic sentence here.

Topic sentence: _____

Next, brainstorm. On a sheet of notebook paper, write anything that comes to you about your topic sentence. Just let your ideas pour onto paper! Try to fill the page.

Practice 5

Many writers adjust the topic sentence after they have finished drafting the paragraph. In a group of three or four classmates, study the body of each of the following paragraphs. Then, working together, write the most exact and interesting topic sentence you can.

1. Topic sentence: _____

The chairs in Celia's living room are printed with pony heads and stand on legs that resemble hooves. The bases of her four table lamps are statues of cowboys or cowgirls, each topped with a matching shade. On three walls, floor-to-ceiling shelves sag under the weight of Roy Rogers and Hopalong Cassidy lunch boxes from the 1940s and hundreds of salt-and-pepper shakers in the form of cowboy boots or cacti. The most amazing object in Celia's collection is a huge motorized bucking bronco that guests in her house can ride.

2. Topic sentence: _____

Frigid air would hit us in the eyes when we stepped out the door to catch the school bus. Even though our faces were wrapped in scarves and our heads covered with wool caps, the cold snatched our breath away. A thin layer of snow crunched loudly under our boots as we ran gasping out to the road. I knew that the famous Minnesota wind chill was pulling temperatures well below zero, but I tried not to think about that. Instead, I liked to see how everything in the yard was frozen motionless, even the blades of grass that shone like little glass knives.

Ari Henson, student

PART D*Selecting and Dropping Ideas*

This may be the easiest step in paragraph writing because all you have to do is to select those ideas that best support your topic sentence and drop those that do not. Also drop ideas that just repeat the topic sentence but add nothing new to the paragraph.

Here is the brainstorming list for the topic sentence *Beverly inspires admiration because she is so determined*. Which ideas would you drop? Why?

1. saved enough money for college
2. worked days, went to school nights
3. has beautiful brown eyes
4. nervous about learning to drive but didn't give up
5. failed road test twice—passed eventually
6. her favorite color—wine red
7. received degree in accounting
8. she is really admirable
9. with lots of will power, quit smoking
10. used to be a heavy smoker
11. married to Virgil
12. I like Virgil too
13. now a good driver
14. never got a ticket
15. hasn't touched another cigarette

You probably dropped ideas 3, 6, 11, and 12 because they do not relate to the topic. You also should have dropped idea 8 because it merely repeats the topic sentence.

Practice 6

Now read through your own brainstorming list in Practice 4. Select the ideas that best support your topic sentence, and cross out those that do not. In addition, drop ideas that merely repeat the topic sentence. You should be able to give good reasons for keeping or dropping each idea in the list.

PART E*Arranging Ideas in a Plan or an Outline*

Now choose an *order* in which to arrange your ideas. First, group together ideas that have something in common, that are related or alike in some way. Then decide which ideas should come first, which second, and so on. Many writers do this by numbering the ideas on their list.

Here are the ideas for a paragraph about Beverly arranged in one possible way.

worked days, went to school nights
saved enough money for college
received degree in accounting

nervous about learning to drive but didn't give up
failed road test twice—passed eventually
now a good driver
never got a ticket

used to be a heavy smoker
with lots of will power, quit smoking
hasn't touched another cigarette

- How are the ideas in each group related? _____
- Does it make sense to discuss college first, driving second, and smoking last?
Why? _____

Keep in mind that there is more than one way to arrange ideas. As you group your own brainstorming list, think of what you want to say; then arrange ideas accordingly.*

Practice 7

On a separate sheet of paper, group the ideas from your brainstorming list into a plan. First, group together related ideas. Then decide which ideas will come first, which second, and so on.

PART F

Writing and Revising the Paragraph

Writing the First Draft

By now, you should have a clear plan or outline from which to write the first draft of your paragraph. The *first draft* should contain all the ideas you have decided to use, in the order in which you have chosen to present them. Writing on every other line will leave room for later changes.

*For more work on choosing an order, see Chapter 2.

Explain your ideas fully, including details that will interest or amuse the reader. If you are unsure about something, put a check in the margin and come back to it later, but avoid getting stuck on any one word, sentence, or idea. If possible, set the paper aside for several hours or several days; this will help you read it later with a fresh eye.

Practice 8

On a separate sheet of paper, write a first draft of the paragraph you have been working on.

Revising

Whether you are a beginning writer or a professional, you must *revise*—that is, rewrite what you have written in order to improve it. You might cross out and rewrite words or entire sentences. You might add, drop, or rearrange details.

As you revise, keep the reader in mind. Ask yourself these questions:

- Is my topic sentence clear?
- Can the reader easily follow my ideas?
- Is the order of ideas logical?
- Will this paragraph keep the reader interested?

In addition, revise your paragraph for *support* and for *unity*.

Revising for Support

Make sure your paragraph contains excellent *support*—that is, specific details, facts, and examples that fully explain your topic sentence.

Avoid simply repeating the same idea in different words, especially the idea in the topic sentence. Repeated ideas are just padding, a sign that you need to brainstorm or freewrite again for new ideas. Which of the following two paragraphs contains the best and most interesting support?

- A. Every Saturday morning, Fourteenth Street is alive with activity. From one end of the street to the other, people are out doing everything imaginable. Vendors sell many different items on the street, and storekeepers will do just about anything to get customers into their stores. They will use signs, and they will use music. There is a tremendous amount of activity on Fourteenth Street, and just watching it is enjoyable.
- B. Every Saturday morning, Fourteenth Street is alive with activity. Vendors line the sidewalks, selling everything from cassette tapes to wigs. Trying to lure customers inside, the shops blast pop music into the street or hang brightly colored banners announcing “Grand Opening Sale” or “Everything Must Go.” Shoppers jam the sidewalks, both serious bargain hunters and families just out for a stroll, munching chilidogs as they survey the merchandise. Here and there, a panhandler hustles for handouts, taking advantage of the Saturday crowd.

- The body of *paragraph A* contains vague and general statements, so the reader gets no clear picture of the activity on Fourteenth Street.

- The body of *paragraph B*, however, includes many specific *details* that clearly explain the topic sentence: *vendors selling everything from cassette tapes to wigs, shops blasting pop music, brightly colored banners*.
- What other details in paragraph B help you see just how Fourteenth Street is alive with activity?

Practice 9

Check the following paragraphs for strong, specific support. Mark places that need more details or explanation, and cross out any weak or repeated words. Then revise and rewrite each paragraph *as if you had written it*, inventing and adding support when you need to.

Paragraph A: Aunt Alethia was one of the most important people in my life. She had a strong influence on me. No matter how busy she was, she always had time for me. She paid attention to small things about me that no one else seemed to notice. When I was successful, she praised me. When I was feeling down, she gave me pep talks. She was truly wise and shared her wisdom with me. My aunt was a great person who had a major influence on my life.

Paragraph B: Just getting to school safely can be a challenge for many young people. Young as he is, my son has been robbed once and bullied on several occasions. The robbery was very frightening, for it involved a weapon. What was taken was a small thing, but it meant a lot to my son. It angers me that just getting to school is so dangerous. Something needs to be done.

Revising for Unity

While writing, you may sometimes drift away from your topic and include information that does not belong in the paragraph. It is important, therefore, to revise your paragraph for *unity*; that is, to drop any ideas or sentences that do not relate to the topic sentence.

This paragraph lacks unity:

(1) Franklin Mars, a Minnesota candy maker, created many popular candy snacks. (2) Milky Way, his first bar, was an instant hit. (3) Snickers, which he introduced in 1930, also sold very well. (4) Milton Hershey developed the very first candy bar in 1894. (5) M&Ms were a later Mars creation, supposedly designed so that soldiers could enjoy a sugar boost without getting sticky trigger fingers.

- What is the topic sentence in this paragraph? _____
- Which sentence does *not* relate to the topic sentence? _____
- Sentence (4) has nothing to do with the main idea, that *Franklin Mars created many popular candy snacks*. Therefore, sentence (4) should be dropped.

Practice 10

Check the following paragraphs for unity. If a paragraph is unified, write U in the blank. If it is not, write the number of the sentence that does not belong in the paragraph.

1. _____ (1) Personalized license plates have become very popular since they were introduced in the 1970s. (2) These “vanity plates” allow car owners to express their sense of humor, marital status, pet peeves, or ethnic pride. (3) Of course, every car must display a plate on the rear bumper or in the back window. (4) California was one of the first states to allow vanity plates, and its drivers created such messages as NUTS 2U and 55IZ2LO. (5) Now in some states, as many as one in seven autos has a personalized plate. (6) A recent *Car and Driver* poll picked the nation’s best vanity plates, including NT GUILTY (on an Arkansas sports car) and NOBODY (on a Rolls Royce in California).
2. _____ (1) Families who nourish their children with words as well as food at dinner time produce better future readers. (2) Researchers at Harvard University studied the dinner conversations of sixty-eight families. (3) What they found was that parents who use a few new words in conversation with their three- and four-year-olds each night quickly build the children’s vocabularies and their later reading skills. (4) The researchers point out that children can learn from eight to twenty-eight new words a day, so they need to be “fed” new words. (5) Excellent “big words” for preschoolers include *parachute*, *emerald*, *instrument*, and *education*, the researchers say.
3. _____ (1) Swimming is excellent exercise. (2) Swimming vigorously for just twelve minutes provides aerobic benefits to the heart. (3) Unlike jogging and many other aerobic sports, however, swimming does not jolt the bones and muscles with sudden pressure. (4) Furthermore, the motions of swimming, such as reaching out in the crawl, stretch the muscles in a healthy, natural way. (5) Some swimmers wear goggles to keep chlorine or salt out of their eyes while others do not.

Peer Feedback for Revising

You may wish to show your first draft or read it aloud to a respected friend or classmate. Ask this person to give an honest reader response, not to rewrite your work. To elicit useful responses, ask specific questions of your own, or use the Peer Feedback Sheet on the following page. You may want to photocopy the sheet rather than write on it so that you can revise it.

Practice 11

Now read the first draft of your paragraph with a critical eye. Revise and rewrite it, checking especially for a clear topic sentence, strong support, and unity.

Practice 12

Exchange *revised* paragraphs with a classmate. Ask specific questions or use the Peer Feedback Sheet.

When you *give* feedback, try to be as honest and specific as possible; saying a paper is “good,” “nice,” or “bad” doesn’t really help the writer. When you *receive* feedback, think over your classmate’s responses; do they ring true?

Now revise a second time, with the aim of writing a fine paragraph.

PEER FEEDBACK SHEET

To: _____ From: _____ Date: _____

1. What I like about this piece of writing is _____

2. Your main point seems to be _____

3. These particular words or lines struck me as powerful.

Words or lines:

I like them because

_____	_____
_____	_____
_____	_____
_____	_____

4. Some things aren't clear to me. These lines or parts could be improved (meaning not clear; supporting points missing; order seems mixed up; writing not lively).

Lines or parts:

Need improving because

_____	_____
_____	_____
_____	_____
_____	_____

5. The one change you could make that would most improve this piece of writing is

PART G*Writing the Final Draft*

When you are satisfied with your revisions, recopy your paper. Be sure to include all your corrections, and write neatly and legibly—a carelessly scribbled paper seems to say that you don't care about your work.

The first draft of the paragraph about Beverly, with the writer's changes, and the revised final draft follow. Compare them.

First Draft with Revisions

(1) Beverly inspires admiration because she is so determined. (2) Although she could not afford to attend college right after high school, she worked to save money. (3) It took a long time, but she got her degree. (4) She is now a good driver. (5) At first, she was very nervous about getting behind the wheel and even failed the road test twice, but she didn't quit. (6) She passed eventually. (7) Her husband, Virgil, loves to drive; he races cars on the weekend. (8) Anyway, Beverly has never gotten a ticket. (9) A year ago, Beverly quit smoking. (10) For a while, she had a rough time, but she hasn't touched a cigarette. (11) Now she says that the urge to smoke has faded away. (12) She doesn't let difficulties defeat her.

Guide the reader better from point to point! Choppy—

Final Draft

(1) Beverly inspires admiration because she is so determined. (2) Although she could not afford to attend college right after high school, she worked as a cashier to save money for tuition. (3) It took her five years working days and going to school nights, but she recently received a B.S. in accounting. (4) Thanks to this same determination, Beverly is now a good driver. (5) At first, she was very nervous about getting behind the wheel and even failed the road test twice, but she didn't give up. (6) The third time, she passed, and she has never gotten a ticket. (7) A year ago, Beverly quit smoking. (8) For a month or more, she chewed her nails and endless packs of gum, but she hasn't touched a cigarette. (9) Now she says that the urge to smoke has faded away. (10) When Beverly sets a goal for herself, she doesn't let difficulties defeat her.

- This paragraph provides good support for the topic sentence. The writer has made sentences (2) and (3) more specific by adding *as a cashier; for tuition; five years working days and going to school nights; and recently received a B.S. in accounting*.

- What other revisions did the writer make? How do these revisions improve the paragraph? _____

- *Transitional expressions* are words and phrases that guide the reader smoothly from point to point. In sentence (5) of the final draft, *at first* is a transitional expression showing time. What other transitional expressions of time are used? _____

- What phrase provides a transition from sentence (3) to (4)? _____

- Note that the last sentence now provides a brief *conclusion* so that the paragraph *feels* finished.

Proofreading

Finally, carefully *proofread* your paper for grammatical and spelling errors, consulting your dictionary and this book as necessary. Errors in your writing will lower your grades in almost all college courses. Writing errors may also affect your job opportunities. Units 2 through 8 of this textbook will help you improve your grammar, punctuation, and spelling skills.

Some students find it useful to point to each word and say it softly. This also helps them catch errors, as well as any words they may have left out as they wrote, especially little words like *and*, *at*, *of*, and *on*.

In which of these sentences have words been omitted?

- (1) Despite its faulty landing gear, the 747 managed land safely.
- (2) Plans for the new gym were on display the library.
- (3) Mr. Sampson winked at his reflection in the bathroom mirror.

- Words are missing in sentences (1) and (2).
- Sentence (1) requires *to* before *land*.
- What word is omitted in sentence (2)? _____
- Where should this word be placed? _____

Practice 13

Proofread these sentences for omitted words. Add the necessary words above the lines. Some sentences may already be correct.

EXAMPLE: People were not always able ^{to} tell time accurately.

1. People used to guess the time day by watching the sun move across the sky.
2. Sunrise and sunset were easy recognize.
3. Recognizing noon easy, too.
4. However, telling time by the position of sun was very difficult at other times.
5. People noticed that shadows lengthened during the day.
6. They found it easier to tell time by looking at the shadows than by looking the sun.
7. People stuck poles into the ground to time by the length of the shadows.
8. Those the first shadow clocks, or sundials.
9. In 300 B.C., Chaldean astronomer invented a more accurate, bowl-shaped sundial.
10. Today, most sundials decorative, but they can still be used to tell time.

Practice 14

Proofread the final draft of your paragraph, checking for grammar or spelling errors and omitted words.

PART H

Looking at a Paragraph from Start to Finish

As you may already know, writing is not an orderly process that goes neatly from step to step. When we write, we often return to prewriting strategies, like freewriting or brainstorming or clustering, to get more ideas. We may rewrite a topic sentence several times to focus our thinking and to make our main point clearer. We may rewrite drafts to organize and present our material as effectively as possible. As we write, we may come to new conclusions or make important decisions.

Here is the writing progress of one student, Melanie Wells. She began by doing a focused freewriting about her year-old kittens to come up with a specific topic to explore further. Her writing process ended in discovery.

Here is her focused freewriting:

Cat fell into the toilet last night. Try for a sip, try for a drink, closer, closer, splash, in! How embarrassing. Gives new meaning to the words "toilet water." These kittens are so funny, they're big, almost a year old now, not really kittens any more. MUST give them names. Maybe call one Pushpin because he's obsessed by pushpins. Came home one night—cards, clippings, notices all over the floor. He had pulled off every pushpin on the bulletin board. Other one jumps for light switches, never reaches them, just kind of falls back down—but so funny to watch. These kittens remind me so much of Patches and Shadow. Dead for years now—took me so long to decide to get new ones—still miss the older ones sometimes. The two new ones are so different from each other—but so much like the older ones. Wonder why I can't name them—nothing seems to fit.

Melanie Wells considered several of the ideas that appeared in her freewriting. She thought about writing a humorous piece about her kittens but she wasn't sure what point she wanted to make. She considered writing about her former cats, Shadow and Patches, but she decided that she would rather look forward than backward. Eventually, she decided to write about her difficulty in naming her kittens. She would be exploring new territory because she didn't understand why she was having such a hard time with their names.

Her first try at a topic sentence was "Naming my new kittens is a real problem for me." Here is the first draft of her paragraph:

Naming my new kittens is a real problem for me. The animal shelter where I got them from had called them Froggy and Frumpy. Can you imagine those names for such adorable kittens? Who would ever name them that? Everyone tried to help me. My roommate suggested that I call them Reader and Writer. My best friend suggested Zippity and Doodah. My youngest sister suggested Cuddles and Bubbles. My brother suggested Joe and Max. Somehow none of the names seem right. Nothing I call them seems to fit them. What would you do in my situation?

When Wells read her first draft, she felt dissatisfied. She had described the problem, but she hadn't come to any conclusions. She hadn't learned anything.

She looked back at her freewriting, and this time she decided to pay attention to the ways in which the new kittens were similar to her old cats, Patches and Shadow. She decided to do some brainstorming. Here are her brainstormed lists:

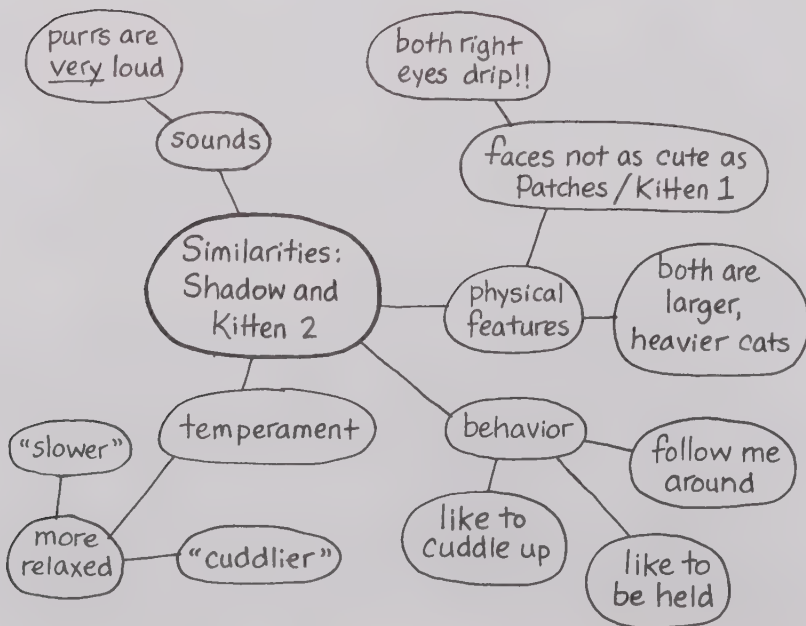
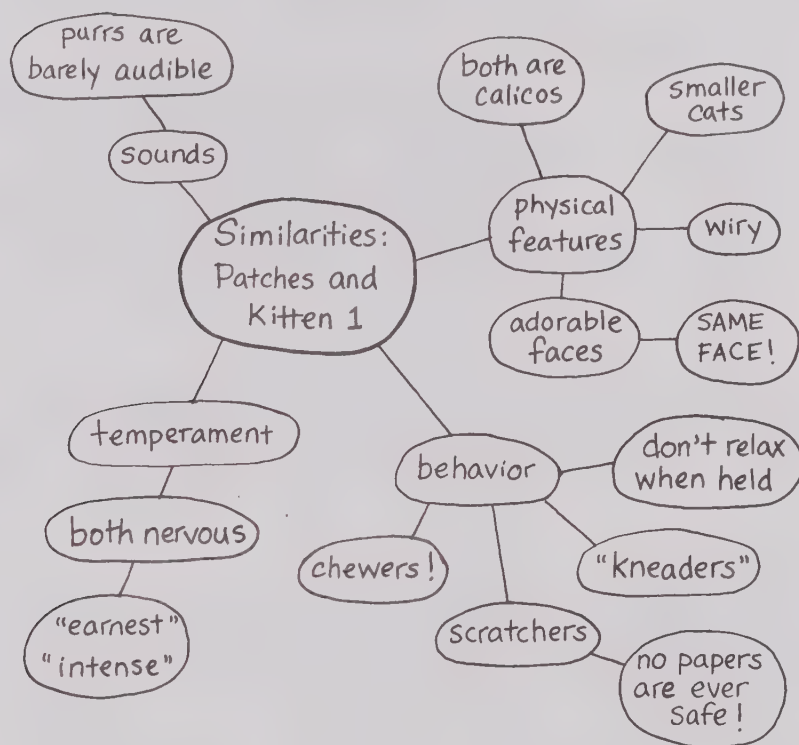
How Kitten 1 Is Like Patches	How Kitten 2 Is Like Shadow
Looks like Patches	Looks like Shadow
Face	Face
Body	Body
Love them both	Love them both
Miss the first Patches	Miss the first Shadow
Acts like Patches	Acts like Shadow
Does similar things	Does similar things
Has the personality of Patches	Has the personality of Shadow

Her second try at a topic sentence was "My new kittens have amazing resemblances to the cats I used to have." She soon realized, however, that some points on her list were irrelevant (loving all the cats; missing Patches and Shadow). She also realized that most of the points on her list were not specific enough. Here is the second draft of her paragraph:

My new kittens have amazing resemblances to the cats I used to have. The new kittens don't resemble each other at all. My older cats, Patches and Shadow, also didn't resemble each other at all. But each new kitten really is very much like one of the older cats. One of them looks just like Patches. He also acts like Patches and has the same temperament. The other one looks very much like Shadow, though not as much as the other one looks like Patches. The temperaments of the new and old cats are the same too. They are both nervous and intense. They are both laid back and cuddly. The resemblances are really astonishing.

When Wells read her second draft, she felt even more dissatisfied than before. Her descriptions were vague and general instead of clear and specific. She had repeated herself several times. She also realized that a reader was bound to get confused about which cat or cats she was describing.

Wells did not give up. She decided to try another prewriting strategy, clustering. She produced two separate clusters, one that compared Kitten 1 with Patches and another that compared Kitten 2 with Shadow. Here are her clusters::



Wells was pleased with the number of specific details that her clustering had produced. Looking over her freewriting, her brainstormed lists, her two clusters, and her first two drafts, she suddenly was reminded of her trip to the animal clinic the day before. With that memory, she discovered a new direction for her paragraph—and the answer to the problem of naming her cats. The third version of her topic sentence was as follows: “Although I have been unable to name my new kittens for almost a year now, their names have been under my nose the whole time.”

Here is the third draft of her paragraph.

Although I have been unable to name my new kittens for almost a year now, their names have been under my nose the whole time. The animal shelter called them Froggy and Frumpy. I knew I had to rename them, but nothing seemed to fit. My roommate suggested that I call them Reader and Writer. My best friend suggested Zippity and Doodah. My sister suggested Cuddles and Bubbles. My brother suggested Joe and Max. Somehow none of the names seemed right, and the kittens have been unnamed for almost a year. Throughout the year, though, the kittens have reminded me of old cats, Patches and Shadow. Kitten 1 looks like Patches: he is small, wiry calico with the same adorable face. Like Patches, he is intense, nervous, and fearful. Like Patches, he never relaxes when I hold him. Kitten 2 looks like Shadow: he is bigger, heavier, and gray-brown. Like Shadow, he has a drippy right eye. Like Shadow, he follows me everywhere; he purrs like a Mack truck. Yesterday, when I took the kittens to the animal clinic for shots, I was asked their names. Immediately I replied, “Patches and Shadow.” Of course, of course. My kittens names are Patches and Shadow.

Although Wells could see that her paragraph had some problems, she felt that she was finally on the right track. This time she was satisfied with her ideas; she needed only to improve her writing.

First, she looked at her topic sentence. She realized that “their names have been under my nose” included an overused expression (“under my nose”). She also decided that the picture “names under my nose” didn’t make sense. So she decided, once again, to rewrite her topic sentence. Her fourth and final topic sentence became “Yesterday’s visit to the Barnstable Animal Clinic solved a problem that has been bothering me for a year.” (Wells later noticed that this topic sentence was similar to the topic sentence in her first draft, “Naming my new kittens is a real problem for me.” However, the writing process, which had helped her to explore and make discoveries, had given her a solution to the problem.)

She then decided to combine all the sentences about the names that other people had suggested. Those sentences were taking up too much of the paragraph. She liked the comparisons she had written about the cats, so she kept those sentences very much as they were. She decided, however, to drop “he purrs like a Mack truck.” Like “names under my nose,” the description used a trite expression and was not accurate anyway. When she read the last sentence, the paragraph didn’t feel finished to her. She decided to add one more sentence to make it feel more complete.

Here is Melanie Wells’ final draft. She knew that she would have to proofread it for omitted words, spelling errors, and other mistakes, but she was satisfied with both her ideas and the way she had expressed them.

Yesterday's visit to the Barnstable Animal Clinic solved a problem that has been bothering me for a year. My adorable kittens, somehow named froggy and frumpy by a busy animal shelter, needed new names. Well-meaning friends and relatives had offered many suggestions—Reader and Writer, Zippity and Doodah, Cuddles and Bubbles, Joe and Max—but none seemed to fit. Throughout the year, though, the kittens have reminded me of old cats, Patches and Shadow. Kitten 1 looks like Patches: he is small, wiry calico with the same adorable face. Like Patches, he is intense, nervous, and fearful. Like Patches, he never relaxes when I hold him. Kitten 2 looks like Shadow: he is bigger, heavier, and gray-brown. Like Shadow, he has a drippy right eye. Like Shadow, he follows me everywhere. Yesterday, when I took the kittens to the animal clinic for shots, I was asked there names. Immediately I replied, "Patches and Shadow." Of course. How could I not have not known. My kittens names are Patches and Shadow. They were never meant to be called anything else.

When Wells proofread her paragraph, she found only a few errors. Here is her corrected version.

Yesterday's visit to the Barnstable Animal Clinic solved a problem that has been bothering me for a year. My adorable kittens, somehow named froggy and frumpy by a busy animal shelter, needed new names. Well-meaning friends and relatives had offered many suggestions—Reader and Writer, Zippity and Doodah, Cuddles and Bubbles, Joe and Max—but none seemed to fit. Throughout the year, though, the kittens have reminded me of old cats, Patches and Shadow. Kitten 1 looks like Patches: he is small, wiry calico with the same adorable face. Like Patches, he is intense, nervous, and fearful. Like Patches, he never relaxes when I hold him. Kitten 2 looks like Shadow: he is bigger, heavier, and gray-brown. Like Shadow, he has a drippy right eye. Like Shadow, he follows me everywhere. Yesterday, when I took the kittens to the animal clinic for shots, I was asked there names. Immediately I replied, "Patches and Shadow." Of course. How could I not have not known. My kittens names are Patches and Shadow. They were never meant to be called anything else.

Working on a computer, Wells was able to make her corrections in only a few minutes. Then she used a spell checker to check her spelling. Proofreading her paragraph for the last time, she felt satisfied.

Practice 15 Writing and Revising Paragraphs

The assignments that follow will give you practice in writing and revising basic paragraphs. In each assignment, aim for (1) a clear topic sentence and (2) sentences that fully support and explain the topic sentence. As you write, refer to the checklist in the Chapter Highlights on page 39.

Paragraph 1: Describe a public place. Reread paragraph B on page 28. Then choose a place in your neighborhood that is “alive with activity”—a park, street, restaurant, or club. In your topic sentence, name the place and say when it is most active; for example, “Every Saturday night, the Planet Hollywood Café is alive with activity.” Begin by freewriting or by jotting down as many details about the scene as possible. Then describe the scene. Arrange your observations in a logical order. Revise for support, making sure that your details are so lively and interesting that your readers will see the place as clearly as you do.

Paragraph 2: Choose your time of day. Many people have a favorite time of day—the freshness of early morning, 5 p.m. when work ends, late at night when the children are asleep. In your topic sentence, name your favorite time of day. Then develop the paragraph by explaining why you look forward to this time and exactly how you spend it. Remember to conclude the paragraph; don’t just stop.

Paragraph 3: Describe a person. Choose someone you strongly admire (or do not admire). In your topic sentence, focus on just *one* of the person’s qualities. For example, “I admire Jamal’s courage (athletic ability, unusual sense of humor, and so on).” Then discuss two or three incidents or actions that clearly show this quality. Freewrite, brainstorm, or cluster for details and examples. Revise for unity; make sure that every sentence supports your topic sentence. Check your final draft for omitted words.

Paragraph 4: Create a holiday. Holidays honor important people, events, or ideas. If you could create a new holiday for your town or state, or for the country, what would that holiday be? In your topic sentence, name the holiday and tell exactly whom or what it honors. Then explain why this holiday is important, and discuss how it should be celebrated. Take a humorous approach if you wish. For instance, you might invent a national holiday in honor of the first time you got an A in English composition. As you revise, make sure you have arranged your ideas in a logical order. Proofread carefully.



Chapter Highlights

Checklist for Writing an Effective Paragraph

- 1. Narrow the topic: Cut the topic down to one aspect that interests you and will probably interest your readers.
- 2. Write the topic sentence. (You may wish to brainstorm or freewrite first.)
- 3. Brainstorm, freewrite, or cluster ideas for the body: Write down anything and everything that might relate to your topic.
- 4. Select and drop ideas: Select those ideas that relate to your topic and drop those that do not.
- 5. Group together ideas that have something in common; then arrange the ideas in a plan.
- 6. Write your first draft.
- 7. Read what you have written, making any necessary corrections and additions. Revise for support and unity.
- 8. Write the final draft of your paragraph neatly and legibly, making sure to indent the first word.
- 9. Proofread for grammar, punctuation, spelling, and omitted words. Make neat corrections in ink.

Internet Strategies

The Topic Sentence

Now that you have narrowed your topic and have found three sites with information about it, you need a topic sentence for your first paragraph. As you have already learned, most paragraphs contain one main idea to which all the sentences in the paragraph relate. The topic sentence states the main idea of the paragraph.

Exploring Topic Sentences

1. Look at each of your bookmarked sites. On the introductory page of each site, is there explanatory information about the entire site? If so, what is the topic sentence of the first paragraph? Write the topic sentence of the first paragraph of each site.

Site 1: _____

Site 2: _____

Site 3: _____

2. Write your own first topic sentence here: _____

Generating Ideas for the Body of Your Essay

Begin looking at the different pages that each bookmarked site presents. Websites usually have pages that go into more detail, either on the main topic of the site or on different aspects of the topic. Visit the different pages of each site. Doing this may help you narrow your topic further, if necessary, or give you new insights into your topic.

Developing Your Essay

Think about your topic. Visit your bookmarked sites. Then brainstorm, freewrite, or cluster on several specific details that will help you develop interesting paragraphs for the body of your essay.

Links

Sites often present links to other relevant sites. For instance, a site that focuses on writer Toni Morrison may contain a biography and a bibliography of Morrison's work. This site may have links to other sites. You may, for example, be able to visit Morrison's home by looking at pictures on the Web or go to sites that have the texts of Morrison's works.

Exploring Links

1. Look at your bookmarked sites. Are links to other sites presented? If so, visit a few, and see if they will help you further develop the body of your essay. You can bookmark any sites that you find helpful.
2. Write the addresses of the links that you found helpful, and write a sentence about how they will help you develop the body of your essay.

CHAPTER 2

Improving Your Paragraphs

PART A *More Work on Support: Examples*

PART B *More Work on Arranging Ideas: Coherence*

PART C *More Work on Revising: Exact and Concise Language*

PART D *Turning Assignments into Paragraphs*

Internet Strategies

In Chapter 3, you practiced the steps of the paragraph-writing process. This chapter builds on that work. It explains several skills that can greatly improve your writing: using examples; achieving coherence; choosing exact, concise language; and turning assignments into paragraphs.

PART A

More Work on Support: Examples

One effective way to make your writing specific is by using *examples*. Someone might write, "Divers in Monterey Bay can observe many beautiful fish. For instance, tiger-striped treefish are common." The first sentence makes a general statement about the beautiful fish in Monterey Bay. The second sentence gives a specific example of such fish: *tiger-striped treefish*.

Use one, two, or three well-chosen examples to develop a paragraph.

Many of the computer industry's best innovators were young when they first achieved success. For example, David Filo and Jerry Yang were graduate students at Stanford when they realized that their hobby of listing the best pages on the World Wide Web might become a business. They created Yahoo!, a Web index now used by more than 500,000 people every day. Another youthful example is Marc Andreessen, who helped start the software company Netscape and designed one of the most popular computer programs ever, the Navigator. At age twenty-four, Andreessen suddenly had \$58 million in the bank. A third young computer genius is Masayoshi Son. As a Berkeley undergraduate, he started importing the Space Invaders video game from his native Japan and made a small fortune. After graduation, at twenty-four, Son returned to Japan, started the Softbank company, and built a worldwide computer empire.

- The writer begins this paragraph with a topic sentence about the youth of many computer innovators.
- What three examples does the writer provide as support?

Example 1: _____

Example 2: _____

Example 3: _____

- Note that the topic sentence and the examples make a rough plan for the paragraph.

The simplest way to tell a reader that an example will follow is to say so, using a transitional expression: *For example, David Filo . . .*

Transitional Expressions to Introduce Examples

for example	for instance
to illustrate	another example

Practice 1

Each example in a paragraph must clearly relate to and explain the topic sentence. Each of the following topic sentences is followed by several examples. Circle the letter of any example that does not clearly illustrate the topic sentence. Be prepared to explain your choices.

EXAMPLE: Some animals and insects camouflage themselves in interesting ways.

- a. Snowshoe rabbits turn from brown to white in winter, thus blending into the snow.
- b. The cheetah's spotted coat makes it hard to see in the dry African bush.
- Ⓒ The bull alligator smashes its tail against the water and roars during mating season.
- d. The walking stick is brown and irregular, much like the twigs among which this insect hides.

1. Mrs. Makarem is well loved in this community for her generous heart.
 - a. Her door is always open to neighborhood children, who stop by for lemonade or advice.
 - b. When the Padilla family had a fire, Mrs. Makarem collected clothes and blankets for them.
 - c. "Hello, dear," she says with a smile to everyone she passes on the street.
 - d. Born in Caracas, Venezuela, she has lived on Bay Road for thirty-two years.
2. A number of unusual, specialized scholarships are offered by colleges across the United States.
 - a. North Carolina State University offers up to \$7,000 to undergraduates with the last name Gatlin or Gatling.
 - b. The University of Vienna in Austria has funds for "noncommunist creative writers ages 22 to 35."
 - c. Left-handed, financially needy students can get special scholarships at Juniata College in Pennsylvania.
 - d. Wisconsin's Ripon College offers \$1,500 to students with a 3.0 average who once were Badger Girls or Badger Boys.
3. English borrows words from many other languages.
 - a. The Spanish *la reata* gives us *lariat*, "a rope."
 - b. The expression *gung ho* comes from the Chinese *keng ho*, which literally means "more fire."
 - c. *Diss* is a term meaning "disrespect."
 - d. *Kimono* is the Japanese word for "thing for wearing."
4. On March 16, 2000, the U.S. stock market had a record-breaking day.
 - a. The Dow Jones industrial average is based on the stock prices of thirty solid companies (Wal-Mart, American Express, Microsoft, and so on).
 - b. Reflecting price trends for stocks and bonds, the Dow Jones had its largest one-day point gain, up nearly 500 points.
 - c. Huge numbers of investors who had been pouring money into high-tech stocks suddenly returned to buying stocks of solid, quality companies.
 - d. Closing the day at 10,630.60 points, the Dow went 118.66 points beyond its past record for gaining points, set on September 8, 1998.
5. In recent years, scientists have learned that human genes play a role in causing many diseases.
 - a. Once thought to be an illness of the past, T.B.—tuberculosis—is common again.
 - b. New research shows that women with a certain pair of genes have an increased chance of getting breast cancer.
 - c. The discovery that cystic fibrosis has a genetic cause is suggesting new treatments.
 - d. Sickle cell anemia has long been known to have a genetic cause.

Practice 2

The secret of good illustration lies in well-chosen and well-written examples. Think of one example that illustrates each of the following general statements. Write out the example in sentence form—one to three sentences—as clearly and exactly as possible.

1. Many films today have amazing special effects.

Example: _____

2. Television programs have reached new lows in the past few years.

Example: _____

3. Dan is always buying strange gadgets.

Example: _____

4. Even when she is very busy, Grace finds ways to exercise.

Example: _____

5. Children often say surprising things.

Example: _____

Practice 3 Writing Assignment

Write a paragraph developed by examples. Make sure your topic sentence can be supported by examples. Prewrite and pick the best one to three examples to explain your topic sentence. Here are some ideas:

disastrous wedding stories ads that appeal to _____
great places to study on campus offensive talk-show topics

PART B

More Work on Arranging Ideas: Coherence

Every paragraph should have *coherence*. A paragraph *coheres*—holds together—when its ideas are arranged in a clear and logical order.

Sometimes the order of ideas will flow logically from your topic. However, three basic ways to organize ideas are *time order*, *space order*, and *order of importance*.

Time Order

Time order means arranging ideas chronologically, from present to past or from past to present. Careful use of time order helps to avoid such confusing writing as *Oops, I forgot to mention before that . . .*

Most instructions, histories, processes, and stories follow the logical order of time.

Susan Krabacher is an example of a person who completely redirected her life. After suffering an unhappy childhood, she became a model for *Playboy* magazine. She modeled for sixteen years, but by her early thirties, she felt depressed and unfocused. Then an unexpected trip to Haiti gave her a new direction. Krabacher expected to see poverty (especially compared with her own life of luxury), but she was totally unprepared for the state-run hospital in Haiti's capital city. Overwhelmed by the sight of starving, abandoned, and dying children, she was soon raising money, building medical facilities and housing, and occasionally living in Haiti under extreme conditions. Krabacher has since established the Foundation for Worldwide Mercy and Sharing, which funds orphanages, clinics, schools, and hospital wards. Her dream, she says, is for the children to grow up to take over her job in their country.

- The paragraph moves in time from Susan Krabacher's childhood to her new life's work of providing for starving, abandoned, and dying children in Haiti.
- Note how some transitional expressions—*after, for sixteen years, by her early thirties, then, soon, since*—show time and connect the events in the paragraph.

Transitional Expressions to Show Time

first, second, third

then, next, finally

before, during, after

soon, the following month, the next year

Practice 4

Arrange each set of sentences in time order, numbering them 1, 2, 3, and so on. Be prepared to explain your choices.

1. In eighty years, the T-shirt rose from simple underwear to fashion statement.

- _____ During World War II, women factory workers started wearing T-shirts on the job.
- _____ Hippies in the 1960s tie-dyed their T-shirts and wore them printed with messages.
- _____ Now, five billion T-shirts are sold worldwide each year.
- _____ The first American T-shirts were cotton underwear, worn home by soldiers returning from France after World War I.

2. Scientists who study the body's daily rhythms can suggest the ideal time of day for different activities.

- _____ Taking vitamins with breakfast will help the body absorb them.
- _____ Allergy medication should be taken just before bedtime to combat early-morning hay fever—usually the worst of the day.
- _____ The best time to work out is 3 p.m. to 5 p.m., when strength, flexibility, and body temperature are greatest.
- _____ Ideal naptime is 1 p.m. to 3 p.m., when body temperature falls, making sleep easier.

3. The short life of Sadako Sasaki has inspired millions to value peace.

_____ Sadako was just two years old in 1945 when the atom bomb destroyed her city, Hiroshima.

_____ From her sickbed, Sadako set out to make 1,000 paper cranes, birds that, in Japan, symbolize long life and hope.

_____ Although she died before making 1,000, classmates finished her project and published a book of her letters.

_____ At age eleven, already a talented runner, she was crushed to learn that she had leukemia, caused by radiation from the bomb.

_____ Now, every year, the Folded Crane Club places 1,000 cranes at the foot of a statue of Sadako, honoring her wish that all children might enjoy peace and a long life.

Practice 5 Writing Assignment

Have you ever been through something that lasted only a few moments but was unforgettable—for example, a sports victory, an accident, or a kiss? Write a paragraph telling about such an event. As you prewrite, pick the highlights of the experience and arrange them in time order. As you write, try to capture the drama of what happened. Use transitional expressions of time to make the story flow smoothly.

Space Order

Space order means describing a person, a place, or a thing from top to bottom, from left to right, from foreground to background, and so on.

Space order is most often used in descriptions because it moves from detail to detail, like a camera's eye.

When the city presses in on me, I return in my mind to my hometown in St. Mary, Jamaica. I am alone, high in the mango tree on our property on the hilltop. The wind is blowing hard as usual, making a scared noise as it passes through the lush vegetation. I look down at the coconut growth with its green flooring of banana plants. Beyond that is a wide valley and then the round hills. Farther out lies the sea, and I count the ships as they pass to and from the harbor while I relax on my special branch and eat mangoes.

Daniel Dawes, student

- The writer describes this scene from his vantage point high in a tree. His description follows space order, moving from the plants below him, farther out to the valley and the hills, and then even farther, to the sea.
- Notice how *transitional expressions* indicating space—*beyond that*, *then*, and *farther out*—help the reader to follow and “see” the details.

Transitional Expressions to Show Space Order

to the left, in the center, to the right

behind, beside, in front of

next, beyond that, farther out

Practice 6

Arrange each set of details according to space order, numbering them 1, 2, 3, and so on. Be prepared to explain your choices.

1. After the party, the living room was a complete mess.
 - _____ greasy pizza boxes on the coffee table
 - _____ empty soda cans on the floor
 - _____ deflated balloons on the ceiling light
 - _____ pictures hanging at odd angles on the wall
2. We took in the sights of Rue Sherbrook West in Montreal.
 - _____ grand towers of the Ritz Carlton hotel
 - _____ lunch-hour crowds on the sidewalks
 - _____ pigeons sitting on top of the streetlights
 - _____ an airplane passing in the blue sky
3. The taxicab crawled through rush-hour traffic in the rain-drenched city.
 - _____ fare meter on dashboard ticking relentlessly
 - _____ headlights barely piercing the stormy gray dusk
 - _____ windshield wipers losing their battle with the latest cloudburst
 - _____ back-seat passengers frantically checking their watches
 - _____ driver wishing hopelessly that he could be home watching Rosie O'Donnell

Practice 7 Writing Assignment

Select an object that interests you. It can be something natural—like a plant or a wasp's nest, or something made by human hands—like a police shield or a cellular phone. Study the object closely; then describe it in a detailed paragraph. Arrange the details in space order, from top to bottom, left to right, and so forth. As you revise, make sure your sentences flow clearly and smoothly.

Order of Importance

Order of importance means starting your paragraph with the most important idea.

State legislators should provide more money to community colleges. Most important, more teachers are needed. Faculty size has not kept pace with the great increase in community college students. Therefore, classes keep getting larger, and students get less personal attention. In addition, colleges need better learning facilities. Many community colleges occupy old buildings. Classrooms are often small and in poor condition. These schools often lack the well-equipped science labs and computer centers needed to prepare students in the twenty-first century. Finally, community colleges also need more parking lots. Currently, students spend so much time looking for parking spaces that they are frequently late to class.

- The three reasons in this paragraph are discussed from the most important reason to the least important.
- Note that the words *most important*, *in addition*, and *also* help the reader move from one reason to another.

Sometimes you may wish to begin with the least important idea and build toward a climax at the end of the paragraph. Paragraphs arranged from the least important idea to the most important idea can have dramatic power.

Although my fourteen-year-old daughter learned a great deal from living with a Pennsylvania Amish family last summer, adjusting to their strict lifestyle was difficult for her. Kay admitted that the fresh food served on the farm was great, but she missed her diet colas. More difficult was the fact that she had to wear long dresses—no more jeans and baby tees. Still worse in her view were the hours. A suburban girl and self-confessed night person, my daughter had to get up at 5 a.m. to milk cows! By far the most difficult adjustment concerned boys. If an Amish woman is not married, she cannot spend time with males, and this rule now applied to Kay. Yes, she suffered and complained, but by summer's end, she was a different girl—more open-minded and proud of the fact that all these deprivations put her more in touch with herself.

Lucy Auletta, student

- The adjustment difficulties this writer's daughter had are arranged from least to most important. How many difficulties are discussed? _____
- Note how the words *more difficult*, *still worse*, and *by far the most difficult adjustment* help the reader move from one idea to the next.

Transitional Expressions to Show Importance

first, next, finally

more, most

less, least

Practice 8

Arrange the ideas that develop each topic sentence in order of importance, numbering them 1, 2, and 3. Begin with the most important idea, or reverse the order if you think that a paragraph would be more effective if it began with the least important idea. Be prepared to explain your choices. Then, on a separate sheet of paper, write the ideas in a paragraph.

1. For three reasons, joining a serious study group is an excellent idea.

_____ A study group will expose you to new points of view and effective study habits.

_____ Joining a study group is a good way to make new friends.

_____ Statistics show that students who regularly attend a study group get better grades and are less likely to drop out of college.

2. Steven Spielberg's *E.T.* is one of the world's most successful movies.
- _____ It will be re-released on its twentieth anniversary.
 - _____ The re-release will delight audiences with new computer-generated enhancements and never-before-seen footage.
 - _____ The 1982 heartwarmer has already grossed more than \$700 million in ticket sales.
3. At 2 a.m., arriving on the scene of a rollover with injuries, the fire rescue team had to act quickly.
- _____ One team member lit flares and placed them on the road to warn other drivers to slow down.
 - _____ On the ambulance radio, a team member called for "sanders" to drop sand on local roads, which were becoming slippery in the falling snow.
 - _____ A lone woman, conscious with head injuries, was carefully moved from the driver's seat into the ambulance.
 - _____ Someone held the woman's dog, who was shivering but seemed unhurt.

Practice 9 Writing Assignment

Your college is offering free classes in photography, money management, or fitness for senior citizens in the area. Choose just one of these classes, and write a paragraph encouraging local seniors to sign up. Discuss the three most important reasons why this class would benefit them, and arrange these reasons in order of importance—least to most important or most to least important, whichever you think would make a better paragraph. Don't forget to use transitional expressions. If you wish, use humor to win over your audience.

PART C

More Work on Revising: Exact and Concise Language

Good writers do not settle for the first words that spill onto their paper or computer screen. Instead, they *revise* what they have written, replacing vague words with exact language and repetitious words with concise language.

Exact Language

As a rule, the more specific, detailed, and exact the language is, the better the writing. Which sentence in each of the following pairs contains the more vivid and exact language?

- (1) The office was noisy.
- (2) In the office, phones jangled, faxes whined, and copy machines hummed.
- (3) What my tutor said made me feel good.
- (4) When my tutor whispered, "Fine job," I felt like singing.

- Sentence (2) is more exact than sentence (1) because *phones jangled, faxes whined, and copy machines hummed* provides more vivid information than the general word *noisy*.
- What exact words does sentence (4) use to replace the general words *said* and *made me feel good*? _____

You do not need a large vocabulary to write exactly and well, but you do need to work at finding the right words to fit each sentence.

Practice 10

These sentences contain vague language. Revise each one, using vivid and exact language wherever possible.

EXAMPLE: A man went through the crowd.

Revise: A man in a blue leather jacket pushed through the crowd.

1. An automobile went down the street.

Revise: _____

2. This apartment has problems.

Revise: _____

3. When Allison comes home, her pet greets her.

Revise: _____

4. This magazine is interesting.

Revise: _____

5. The expression on his face made me feel comfortable.

Revise: _____

6. My job is fun.

Revise: _____

7. There was a big storm here last week.

Revise: _____

8. Hobbies can be nice.

Revise: _____

9. The emergency room has a lot of people in it.

Revise: _____

10. Your paper is okay.

Revise: _____

Concise Language

Concise writing never uses five or six words when two or three will do. It avoids repetitious and unnecessary words that add nothing to the meaning of a sentence. As you revise your writing, cross out unnecessary words and phrases.

Which sentence in each of the following pairs is more concise?

- (1) Because of the fact that Larissa owns an antiques shop, she is always poking around in dusty attics.
- (2) Because Larissa owns an antiques shop, she is always poking around in dusty attics.
- (3) Mr. Tibbs entered a large, dark blue room at the end of the hallway.
- (4) Mr. Tibbs entered a room that was large in size and dark blue in color at the end of the hallway.

- Sentences (2) and (3) are concise; sentences (1) and (4) are wordy.
- In sentence (1), *because of the fact that* is a wordy way of saying *because*.
- In sentence (4), *in size* and *in color* just repeat which ideas?

Of course, conciseness does not mean writing short, choppy sentences. It does mean dropping unnecessary words and phrases.

Practice 11

The following sentences are wordy. In a group with two or three others, make each sentence more concise by deleting unnecessary words. Write your revised sentences on the lines provided.

EXAMPLE: Venice, an Italian city in Italy, is trying to reduce the huge number of visitors who go to see it.

Revise: Venice, a city in Italy, is trying to reduce its huge number of visitors.

1. For a great many hundreds of years, this beautiful city of great loveliness has been a major tourist attraction.

Revise: _____

2. The reasons why people go to Venice are because they want to see its priceless art and architecture, its famous bridges, and the canals that serve as streets.

Revise: _____

3. At this time now, however, Venice is being destroyed by floods, polluted air and water that foul the atmosphere, and tourists who visit it.

Revise: _____

4. Experts believe in their opinion that day trippers are the greatest problem of Venice's tourist problems.

Revise: _____

5. The day trippers, who come only for a day trip, do not spend much money, thus contributing very little to the city's economy of money.

Revise: _____

6. They contribute hugely and in large amounts, however, to the city of Venice's congestion, transportation, and sanitation nightmares.

Revise: _____

7. Recently, the city decided to scare off day trippers by scaring them with a negative publicity campaign that gave bad publicity about the city.

Revise: _____

8. Posters posted all over the place showed tourists being devoured and eaten by Venice's well-known and famous pigeons.

Revise: _____

9. An immense giant toilet plunger became the symbol of a city that some say is the city that is the most romantic city in the world.

Revise: _____

10. A very interesting fact is that, unfortunately, the campaign has not stopped tourists from pouring into Venice at the rate of more than ten million tourists a year.

Revise: _____

Practice 12 Review

Following are statements from real accident reports collected by an insurance company. As you will see, these writers need help with more than their fenders!

In a group with four or five classmates, read each statement and try to understand what each writer *meant* to say. Then revise each statement so that it says, exactly and concisely, what the writer intended.

1. "The guy was all over the place. I had to swerve a number of times before I hit him."
2. "The telephone pole was approaching fast. I was attempting to swerve out of its path when it struck my front end."
3. "Coming home, I drove into the wrong house and collided with a tree I don't have."
4. "I was on my way to the doctor's with rear-end trouble when my universal joint gave way, causing me to have an accident."
5. "I was driving my car out of the driveway in the usual manner when it was struck by the other car in the same place it had been struck several times before."

Practice 13 Review

Choose a paragraph or paper you wrote recently. Read it with a fresh eye, checking for exact and concise language. Then rewrite it, eliminating all vague or wordy language.

PART D

Turning Assignments into Paragraphs

In Chapter 3, Part B, you learned how to narrow down a broad topic and write a specific topic sentence. Sometimes, however, your assignment may take the form of a specific question, and your job may be to answer the question in one paragraph.

For example, this question asks you to take a stand on—for or against—a particular issue.

Are professional athletes overpaid?

You can often turn this kind of question into a topic sentence:

- (1) Professional athletes are overpaid.
- (2) Professional athletes are not overpaid.
- (3) Professional athletes are sometimes overpaid.

- These three topic sentences take different points of view.
- The words *are*, *are not*, and *sometimes* make each writer's opinion clear.

Sometimes you will be asked to agree or disagree with a statement:

- (4) Salary is the most important factor in job satisfaction. Agree or disagree.

- This is really a question in disguise: *Is salary the most important factor in job satisfaction?*

In the topic sentence, make your opinion clear, and repeat key words.

- (5) Salary is the most important factor in job satisfaction.
- (6) Salary is not the most important factor in job satisfaction.
- (7) Salary is only one among several important factors in job satisfaction.

- The words *is*, *is not*, and *is only one among several* make each writer's opinion clear.
- Note how the topic sentences repeat the key words from the statement—*salary*, *important factor*, *job satisfaction*.

Once you have written the topic sentence, follow the steps described in Chapter 2—freewriting, brainstorming, or clustering; selecting; grouping—and then write your paragraph. Be sure that all ideas in the paragraph support the opinion you have stated in the topic sentence.

Practice 14

Here are four exam questions. Write one topic sentence to answer each of them. REMEMBER: Make your opinion clear in the topic sentence, and repeat key words from the question.

1. Should computer education be required in every public high school?

Topic sentence: _____

2. Would you advise your best friend to buy a new car or a used car?

Topic sentence: _____

3. Is there too much bad news on television news programs?

Topic sentence: _____

4. How have your interests changed in the past five years?

Topic sentence: _____

Practice 15

Imagine that your instructor has just written the exam questions from Practice 14 on the board. Choose the question that most interests you, and write a paragraph answering that question. Prewrite, select, and arrange ideas before you compose your paragraph. Then read your work, making neat corrections in ink.

Practice 16

Here are four statements. Agree or disagree, and write a topic sentence for each.

1. All higher education should be free. Agree or disagree.

Topic sentence: _____

2. Expecting one's spouse to be perfect is the most important reason for the high divorce rate in the United States. Agree or disagree.

Topic sentence: _____

3. Parents should give children money when they need it, rather than give children an allowance. Agree or disagree.

Topic sentence: _____

4. Silence is golden. Agree or disagree.

Topic sentence: _____

Practice 17

Choose the statement in Practice 16 that most interests you. Then write a paragraph in which you agree or disagree.



Chapter Highlights

To improve your writing, try these techniques:

- Use well-chosen examples to develop a paragraph.
- Organize your ideas by time order.
- Organize your ideas by space order.
- Organize your ideas by order of importance, either from the most important to the least or from the least important to the most.
- Use language that is exact and concise.
- Turn assignment questions into topic sentences.

Internet Strategies

Writing from a Web Source

You can use your bookmarked sites to gather information for your essay or to support your main idea. However, always assess the sites you have chosen to make sure that they provide valid, factual information. For example, a site on the subject of homelessness produced by a homeless advocacy group may present accurate statistics on aspects of homelessness, but the site may not give you the entire picture. Look for sites that present a balanced view of the subject. If you have one site that is sponsored by a homeless advocacy group, look for a site sponsored by a person or group that discusses the problems the homeless bring to society in general.

Evaluating Websites

Ask yourself the following questions about each of your chosen sites and write your answers below.

1. Who is the author of the site?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2. Do you think the person or organization that produced the site might have any bias toward the subject? Why? How might you detect bias?

- a. _____

- b. _____

- c. _____

- d. _____

- e. _____

3. Will the information, examples, or statistics presented on the site be weighted one way or another? Why or why not?

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

Using Examples

Your sites will provide you with examples that you can use in the body of your essay. Write a topic sentence below for each of your paragraphs. Look at your sites to see if you can support each topic sentence with examples. Choose the best examples, and write them after the topic sentence.

Topic sentence: _____

Example(s): _____

Topic sentence: _____

Example(s): _____

Topic sentence: _____

Example(s): _____

Topic sentence: _____

Example(s): _____

Topic sentence: _____

Example(s): _____

CHAPTER 3

Moving from Paragraph to Essay

PART A *Defining the Essay and
the Thesis Statement*

PART B *The Process of Writing
an Essay*

Internet Strategies

So far, you have written single paragraphs, but to succeed in college and at work, you will need to handle longer writing assignments as well. This chapter will help you apply your paragraph-writing skills to planning and writing short essays.

PART A

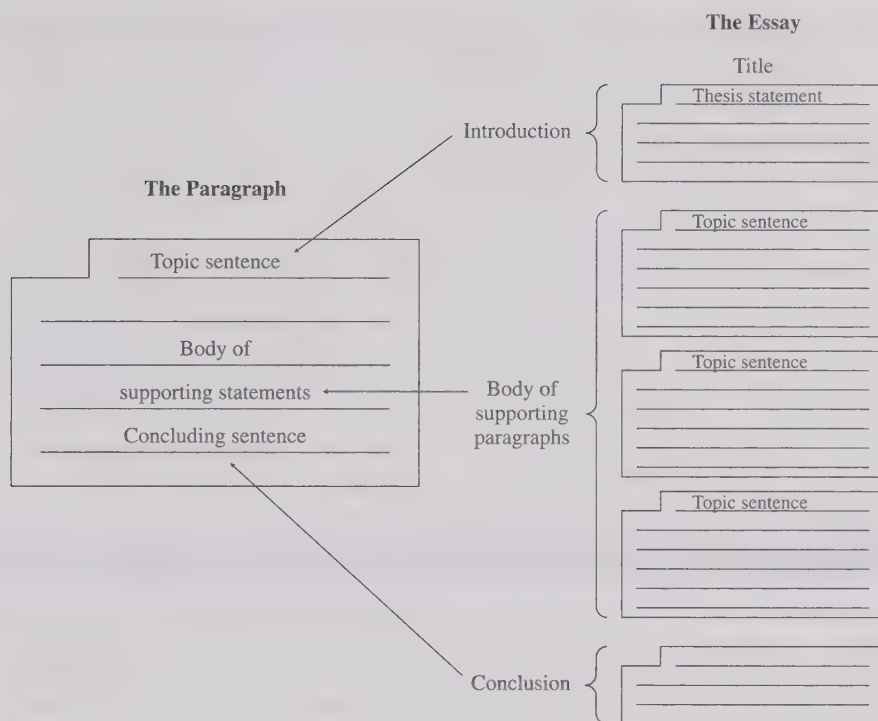
Defining the Essay and the Thesis Statement

An *essay* is a group of paragraphs about one subject. In many ways, an essay is like a paragraph in longer, fuller form. Both have an introduction, a body, and a conclusion. Both explain one main idea with details, facts, and examples.

However, an essay is not just a padded paragraph. An essay is longer because it contains more ideas.

The paragraphs in an essay are part of a larger whole, so each one has a special purpose.

- The *introductory paragraph* opens the essay and tries to catch the reader's interest. It usually contains a *thesis statement*, one sentence that states the main idea of the entire essay.
- The *body* of an essay contains one, two, three, or more paragraphs, each one making a different point about the main idea.
- The *conclusion* brings the essay to a close. It might be a sentence or a paragraph long.



Here is a student essay:

Tae Kwon Do

Wineth Williams

(1) Tae kwon do is a Korean martial art. It is a way of fighting and self-defense based on an understanding of both body and mind. As a college student, I discovered tae kwon do. Even though I was physically fit and planned to become a police officer, I thought that women needed special skills to protect themselves. Tae kwon do teaches these skills and much more. The person who practices tae kwon do gains discipline, maturity, and a changed self-concept.

(2) First, the discipline of tae kwon do helps the student to outfight and outsmart her opponent. For a while, I didn't appreciate the discipline. We had to move in certain ways, and we had to yell. Yelling made me laugh. Our teacher told us to shout with great force, "Keeah!" Yelling keeps the mind from focusing on being tired and helps the fighter call out the life force, or "chi," from inside her. Once we started sparring, I also had to get past not wanting to hurt anyone. Later I understood that if I punched or kicked my opponent, it meant that he or she should have been blocking and was not using good skills.

(3) Second, with practice, tae kwon do increases maturity. I have a hot temper. Before tae kwon do, I would walk dark streets and take chances, almost daring trouble. I reacted to every look or challenge. Practicing this martial art, I started to see the world more realistically. I developed more respect for the true danger in the streets. I spoke and behaved in ways to avoid trouble. My reactions became less emotional and more rational.

(4) Finally, after a year or so, tae kwon do can change the student's self-concept. This happened to me. On one hand, I became confident that I had the skills to take care of business if necessary. On the other hand, the better I got, the

more I acted like a pussycat instead of a lion. That may sound strange, but inside myself, I knew that I had nothing to prove to anybody.

(5) As I discovered firsthand, the practice of tae kwon do can bring personal benefits that go far beyond self-defense.

- The last sentence in the introduction (underlined) is the *thesis statement*. The thesis statement must be general enough to include the topic sentence of every paragraph in the body of the essay.
 - Underline the topic sentences of paragraphs (2), (3), and (4). Note that the thesis statement and the topic sentences make a rough plan of the entire essay.
 - *Transitional expressions* are words and phrases that guide the reader from point to point and from paragraph to paragraph. What transition does this student use between paragraphs (1) and (2)? Between (2) and (3)? Between (3) and (4)?
-
- The last paragraph provides a brief *conclusion*.*

Practice 1

To help you understand the structure of an essay, complete this plan for “Tae Kwon Do.” Under each topic sentence, jot down the writer’s two or three main supporting points, as if you were making a plan for the essay. (In fact, the writer probably made such a plan before she wrote her first draft.)

Paragraph 1. INTRODUCTION

Thesis statement: The person who practices tae kwon do gains discipline, maturity, and a changed self-concept.

Paragraph 2. Topic sentence: First, the discipline of tae kwon do helps the student to outfight and outsmart her opponent.

Point 1: _____

Point 2: _____

Point 3: _____

Paragraph 3. Topic sentence: Second, with practice, tae kwon do increases maturity.

Point 1: _____

Point 2: _____

Paragraph 4. Topic sentence: Finally, after a year or so, tae kwon do can change the student’s self-concept.

Point 1: _____

Point 2: _____

Point 3: _____

Paragraph 5. CONCLUSION

Practice 2

Discuss with several classmates or write your answers to these questions.

1. Did Wineth Williams' introduction (paragraph 1) catch and hold your interest? Would this essay be just as good or better if it had no introduction but started right in with the thesis statement? Why or why not?
2. In paragraph (4), the writer says she now can "take care of business." Is this language appropriate for a college essay? Will readers know what this means?
3. Is the conclusion effective, or is it too short?
4. Williams' audience was her English class. Her purpose (though not directly stated in the essay) was to let people know some of the benefits that come from practicing tae kwon do. Did she achieve her purpose?
5. What did you like best about the essay? What, if anything, would you change?

PART B

The Process of Writing an Essay

Whether you are writing a paragraph or an essay, the writing process is the same. Of course, writing an essay will probably take longer. In this section, you will practice these steps of the essay-writing process:

- Narrowing the subject and writing the thesis statement
- Generating ideas for the body of the essay
- Selecting and arranging ideas in a plan
- Writing and revising your essay

Narrowing the Subject and Writing the Thesis Statement

While an essay subject should be broader than a paragraph topic, a good essay subject also must be narrow enough to write about in detail. For example, the topic *jobs* is broad enough to fill a book. But the far narrower topic *driving a bulldozer at the town dump* could make a good essay. Remember to select or narrow your subject in light of your intended audience and purpose. Who are your readers, and what do you want your essay to achieve?

Writing the *thesis statement* forces you to narrow the topic further: *Driving a bulldozer for the Department of Highways was the best job I ever had.* That could be an intriguing thesis statement, but the writer could focus it even more: *For three reasons, driving a bulldozer for the Department of Highways was the best job I ever had.* The writer might discuss one reason in each of three paragraphs.

Here are two more examples of the narrowing process:

(1) Subject:	music
Narrowed subject:	Babyface Edmunds, songwriter to the stars
Thesis statement:	Hit maker Babyface Edmunds studies a singer's personality and style before he writes a song.
(2) Subject:	pets
Narrowed subject:	Pains and pleasures of owning a parrot
Thesis statement:	Owning a parrot will enrich your life with noise, occasional chaos, and lots of laughs.

- On the basis of each thesis statement, what do you expect the essays to discuss? _____

Although the thesis statement must include all the ideas in the body of the essay, it should also be clear and specific. Which of these thesis statements is specific enough for a good essay?

- (1) Three foolproof techniques will help you avoid disastrous first dates.
- (2) NBA basketball is the most exciting sport in the world.
- (3) Dr. Villarosa is a competent and caring physician.

- Thesis statements (1) and (3) are both specific. From (1), a reader might expect to learn about the “three foolproof techniques,” each one perhaps explained in a paragraph.
- On the basis of thesis statement (3), what supporting points might the essay discuss? _____
- Thesis statement (2), however, is too broad for an essay—or even a book. It gives the reader (and writer) no direction.

Practice 3

Choose one of these topics for your own essay. Then narrow the topic, and write a clear and specific thesis statement.

The benefits of a sport or practice

The most fascinating/boring/important job I ever had

Qualities of an excellent husband/wife/partner

Narrowed subject: _____

Thesis statement: _____

Generating Ideas for the Body of the Essay

Writers generate support for an essay just as they do for a paragraph—by prewriting to get as many interesting ideas as possible. Once you know your main point and have written a thesis statement, use your favorite prewriting method—freewriting, for example. If you feel stuck, change to brainstorming or clustering. Just keep writing.

Practice 4

Now generate as many good ideas as possible to support your thesis statement. Fill at least one or two pages with ideas. As you work, try to imagine how many paragraphs your essay will contain and what each will include.

Selecting and Arranging Ideas in a Plan

Next, underline or mark the most interesting ideas that support your thesis statement. Cross out the rest.

Make a rough plan or outline that includes an introductory paragraph, two or three paragraphs for the body of the essay, and a brief conclusion. Choose a logical order in which to present your ideas. Which idea will come first, second, third?

For example, the bulldozer operator might explain why that job was “the best” with three reasons, arranged in this order: 1. *On the job, I learned to operate heavy equipment.* 2. *Working alone at the controls gave me time to think.* 3. *One bonus was occasionally finding interesting items beside the road.* This arrangement moves logically from physical skills to mental benefits to a surprising bonus.

Practice 5

Read over your prewriting pages, selecting your best ideas and a logical order in which to present them. Make an outline or a plan that includes an introduction and a thesis statement; two or three supporting paragraphs, each with a clear topic sentence; and a brief conclusion.

Writing and Revising Your Essay

Drafting

Now write your first draft. Try to express your ideas clearly and fully. If a section seems weak or badly written, put a check in the margin and go on; you can come back to that section later, prewriting again if necessary for fresh ideas. Set aside your draft for an hour or a day.

Revising and Proofreading

Revising may be the most important step in the writing process. Reread your essay as if you were reading someone else’s work, marking it up as you answer questions like these:

- Are my main idea and my thesis statement clear?
- Have I supported my thesis in a rich and convincing way?
- Does each paragraph in the body clearly explain the main idea?
- Does my essay have a logical order and good transitions?
- Are there any parts that don’t belong or don’t make sense?
- What one change would most improve my essay?*

You also might wish to ask a respected friend to read or listen to your essay, giving peer feedback before you revise.**

Practice 6

Now read your first draft to see how you can improve it. Trust your instincts about what is alive and interesting and what is dull. Take your time. As you revise, try to make this the best paper you have ever written.

* See Chapter 1, Part F, for more revising ideas.

** See Chapter 1, page 15, for a sample Peer Feedback Sheet.

Finally, write a new draft of your essay, using the format preferred by your instructor. Proofread carefully, correcting any grammar or spelling errors.

Practice 7

Exchange essays with a classmate. Write a one-paragraph evaluation of each other's work, saying as specifically as possible what you like about the essay and what might be improved. If you wish, use the Peer Feedback Sheet (page 31).

Possible Topics for Essays

1. The Best/Worst Class I Ever Had
2. Three Things That _____ Taught Me
3. Two Surefire Ways to Relax
4. The Bill I Most Hated to Pay
5. How to Solve a Community Problem
6. A Major Decision
7. Tips for the New Driver (College Student, NBA Draft Pick, Dieter, and so forth)
8. A Valuable/Worthless Television Show
9. Why _____ Is a Great Entertainer
10. A Good Friend
11. Can Anger Be Used Constructively?
12. What Success Meant in My High School (Family, Country)
13. How I Fell in Love with Books (German Shepherds, Rock Climbing, Video Games, and so forth)
14. Why Teenagers Have Babies
15. What Childhood Taught Me About Boys/Girls in Society



Chapter Highlights

Checklist for Writing an Effective Essay

- Narrow the topic in light of your audience and purpose. Be sure you can discuss the topic fully in a short essay.
- Write a clear thesis statement. If you have trouble, freewrite or brainstorm first; then narrow the topic and write the thesis statement.
- Freewrite, brainstorm, or cluster to generate facts, details, and examples to support your thesis statement.
- Plan or outline your essay, choosing from two to three main ideas to support the thesis statement.
- Write a topic sentence that expresses each main idea.
- Decide on a logical order in which to present the paragraphs.
- Plan the body of each paragraph, using all you have learned about support and paragraph development.
- Write the first draft of your essay.
- Revise as necessary, checking your essay for support, unity, and coherence.
- Proofread carefully for grammar, punctuation, and spelling.

Internet Strategies

Using Online Writing Centers

If you are in need of writing assistance, online writing centers (commonly called OWLS) are one of the best things to come out of using the Internet. Many sites offer twenty-four-hour-a-day help by having tutors available to answer questions. A few sites will read your paper and give you some feedback, but you will have to do some searching to find sites that provide such services.

Here is a list of sites to visit. Some provide lists of OWLS, and others are addresses for specific writing labs or centers. As you will see from the list, you may visit sites that will help you with grammar skills as well. Visit some different sites, and decide which ones might be helpful to you. Bookmark those sites for later use.

National Writing Centers Association: Writing Centers Online
www.departments.colgate.edu/NWCAOWLS.html

This site provides a comprehensive listing in alphabetical order of writing centers in the United States.

LEO: Literacy Education Online (St. Cloud State University)
<http://leo.stcloudstate.edu>

This site provides links to writing aids, based on self-diagnosed problems.

Online Writing Lab (Purdue University)
<http://owl.english.purdue.edu>

This site is one of the most famous OWLS on the Web. It provides writing help, links to other writing labs, and Internet links for various subjects.

The Elements of Style Online
<http://www.bartleby.com/141>

This is an online version of the original classic reference book on effective writing by William Strunk, Jr.

Guide to Grammar and Writing
<http://webster.commnet.edu/grammar/index.htm>
 or

<http://ccc.commnet.edu/grammar/>

These sites offer coverage of basic grammar and usage rules, with examples for each point; sample letters, résumés, and memos; guidance on the writing process; quizzes; and related websites. The site also has an online form for submitting your grammar questions.

On-Line English Grammar
<http://www.edunet.com/english/grammar/>

This site is an easy-to-use source for basic points of English grammar.

PART 2

Recognize and Correct Common Grammar Errors

CHAPTER 4

Look-Alikes/ Sound-Alikes

A/An/And

A is used before a word beginning with a consonant or a consonant sound.

- (1) *a* man
- (2) *a* house
- (3) *a* union (the *u* in *union* is pronounced like the consonant *y*)

An is used before a word beginning with a vowel (*a, e, i, o, u*) or a silent *h*.

- (4) *an* igloo
- (5) *an* apple
- (6) *an* hour (the *h* in *hour* is silent)

And joins words or ideas together.

- (7) Edward *and* Ralph are taking the same biology class.
- (8) He is very honest, *and* most people respect him.

Practice 1

Fill in *a*, *an*, or *and*.

EXAMPLE: Choosing a career is an important step for a college student.

1. Don Miller has used each summer vacation to try out _____ different career choice.

2. Last summer, he worked in _____ law office.
3. He filled in for _____ administrative assistant on leave.
4. He found the work _____ the atmosphere very stimulating.
5. In fact, he had never liked _____ job so much.
6. Because Don was eager to learn, _____ young lawyer let him proofread some important documents.
7. The lawyer was impressed by how carefully Don worked _____ suggested that Don consider _____ law career.
8. Don returned to school in the fall _____ spent time researching his new career.
9. He talked to his adviser about becoming _____ paralegal.
10. _____ paralegal investigates the facts of cases, prepares documents, _____ does other background work for lawyers.
11. His adviser could see that Don had both _____ interest in law _____ the ability to succeed.
12. With his adviser's help, Don found _____ course of study to prepare for his career.
13. Next summer, he hopes to work for _____ public interest law firm _____ to learn about environmental law.
14. He is happy to have found _____ worthwhile career _____ looks forward to the future.

Practice 2

On separate paper, write two sentences using *a*, two using *an*, and two using *and*.

Accept/Except

Accept means "to receive."

- (1) Please *accept* my apologies.
- (2) I *accepted* his offer of help.

Except means "other than" or "excluding."

- (3) Everyone *except* Ron thinks it's a good idea.

Practice 3

Fill in forms of *accept* or *except*.

1. Did Steve _____ the collect call from his brother?
2. Mr. Francis will _____ the package in the mailroom.
3. All of our friends attended the wedding _____ Meg.
4. The athlete proudly _____ his award.
5. Every toddler _____ my daughter enjoyed the piñata party.
6. _____ for Jean, we all had tickets for the movie.
7. The tornado left every building standing, _____ for the barn.
8. Everyone _____ Ranjan was willing to _____ the committee's decision.

Practice 4

On separate paper, write two sentences using some form of *accept* and two using *except*.

Been/Being

Been is the past participle form of *to be*. *Been* is usually used after the helping verb *have*, *has*, or *had*.

- (1) I *have been* to that restaurant before.
- (2) She *has been* in Akron for ten years.

- *Being* is the *-ing* form of *to be*. *Being* is usually used after the helping verbs *is*, *are*, *am*, *was*, and *were*.

- (3) They *are being* helped by the salesperson.
- (4) Rhonda *is being* courageous and independent.

Practice 5

Fill in *been* or *being*.

1. The children have _____ restless all day.
2. What good films are _____ shown on television tonight?
3. We have _____ walking in circles!
4. I haven't _____ in such a good mood for a week.

5. This building is _____ turned into a community center.
6. His last offer has _____ on my mind all day.
7. Which elevator is _____ inspected now?
8. Because you are _____ honest with me, I admit that I have _____ in love with you for years.

Practice 6

On separate paper, write two sentences using *been* and two using *being*.

Buy/By

Buy means "to purchase."

- (1) She *buys* new furniture every five years.

By means "near," "before," or "by means of."

- (2) He walked right *by* and didn't say hello.
- (3) *By* sunset, we had finished the harvest.
- (4) We prefer traveling *by* bus.

Practice 7

Fill in *buy* or *by*.

1. Did you _____ that computer, or did you rent it?
2. These tracks on the trail were made _____ a deer.
3. He stood _____ the cash register and waited his turn to _____ a cheeseburger.
4. She finds it hard to walk _____ a bookstore without going in to browse.
5. It's better to stick with your budget than to _____ that ten-seater couch.
6. Please answer this letter _____ October 10.
7. Pat trudged through the storm to _____ a Sunday paper.
8. The dishes _____ the sink need to be put away.

Practice 8

On separate paper, write two sentences using *buy* and two using *by*.

Fine/Find

Fine means “good” or “well.” It can also mean “a penalty.”

- (1) He wrote a *fine* analysis of the short story.
- (2) She paid a \$10 *fine*.

Find means “to locate.”

- (3) I can't *find* my red suspenders.

Practice 9

Fill in *fine* or *find*.

1. The library charges a large _____ for overdue videotapes.
2. As soon as we _____ your lost suitcase, we'll send it to you.
3. Can you _____ me one of these in an extra-large size?
4. Harold made a _____ impression on the assistant buyer.
5. By tonight, I will be feeling _____.
6. My father gave me good advice: “When you _____ good friends, stick with them.”

Practice 10

On separate paper, write two sentences using *fine* and two using *find*.

It's/Its

It's is a contraction of *it is* or *it has*. If you cannot substitute *it is* or *it has* in the sentence, you cannot use *it's*.

- (1) *It's* a ten-minute walk to my house.
- (2) *It's* been a nice party.

Its is a possessive and shows ownership.

- (3) The bear cub rolled playfully on *its* side.
- (4) Industry must do *its* share to curb inflation.

Practice 11

Fill in *it's* or *its*.

1. If _____ not too much trouble, drop the package off on your way home.

2. _____ been hard for him to accept the fact that he can no longer play ball.
3. The *Daily News* reporter was lucky because the jury reached _____ verdict just before her deadline.
4. _____ been a long time since I had a real vacation.
5. _____ a chocolate cake with your social security number in pink frosting.
6. My family is at _____ best when there is work to be done.
7. _____ impossible to open this window.
8. Although I hate shoveling the walk, I am happy _____ been a good year for winter sports.
9. _____ sad to see that seagull huddled in the sand.
10. If _____ not flying, perhaps _____ wing is hurt.

Practice 12

On separate paper, write two sentences using *it's* and two using *its*.

Know/Knew/No/New

Know means "to have knowledge or understanding." *Knew* is the past tense of the verb *to know*.

- (1) Carl *knows* he has to finish by 6 p.m.
- (2) The police officer *knew* the quickest route to the pier.

No is a negative.

- (3) He is *no* longer dean of academic affairs.

New means "fresh" or "recent."

- (4) I like your *new* belt.

Practice 13

Fill in *know*, *knew*, *no*, or *new*.

1. We will need _____ wiring to handle those powerful air conditioners.
2. She didn't _____ the lid was loose.
3. Tim has _____ time to recheck his answers to the quiz.

4. I _____ I need to find _____ jokes because no one laughs when I tell my old ones.
5. Because she _____ the answer, she won a pool table and a complete set of china.
6. Gus tasted the _____ apples and accepted three more bushels.
7. Because you really _____ the _____ material, why don't you take the final early?
8. Charlene thinks there's _____ way we can do it, but I _____ we'll be speaking Italian by June.
9. Arnold _____ that he shouldn't have eaten the third dessert.
10. We have _____ way of knowing how well you scored on the civil service examination.
11. He didn't _____ whether the used equipment came with a guarantee.
12. I wish I _____ then what I _____ now.

Practice 14

On separate paper, write two sentences using *know*, two using *knew*, two using *no*, and two using *new*.

Lose/Loose

Lose means "to misplace" or "not to win."

- (1) Be careful not to *lose* your way on those back roads.
- (2) George hates to *lose* at cards.

Loose means "ill fitting" or "too large."

- (3) That's not my size; it's *loose* on me.

Practice 15

Fill in *lose* or *loose*.

1. Because the plug is _____ in the socket, the television keeps blinking on and off.
2. A professional team has to learn how to win and how to _____ gracefully.

3. If Irene doesn't tighten that _____ hubcap, she will _____ it.
4. I like wearing _____ clothing in the summer.
5. Before these pants shrank in the dryer, they were too _____.
6. Act now, or you will _____ your opportunity to get that promotion.
7. She won't _____ those mittens again because I've clipped them onto her jacket.
8. I'm surprised you didn't _____ those _____ quarters.

Practice 16

On separate paper, write two sentences using *lose* and two using *loose*.

Mine/Mind

Mine is a possessive and shows ownership.

- (1) This is your umbrella, but where is *mine*?

Mind means "intelligence." It can also be a verb meaning "to object" or "to pay attention to."

- (2) What's on your *mind*?
 (3) I don't *mind* if you come late.

Practice 17

Fill in *mine* or *mind*.

1. Her road test is tomorrow; _____ was yesterday.
2. Will Doris _____ if we spend the evening talking about our days in boot camp?
3. Sherlock put his _____ to work and solved the mystery.
4. Please _____ your manners when we meet the king.
5. Please don't interrupt us; we really _____ when someone breaks our train of thought.
6. My _____ is made up; I want to switch my major from accounting to marketing.
7. Don't _____ him; he always snores in public.
8. "That toy is _____," whined Tim, "and I *do* _____ if you take it!"

Practice 18

On separate paper, write two sentences using *mine* and two using *mind*.

Past/Passed

Past is that which has already occurred; it is over with.

- (1) His *past* work has been satisfactory.
- (2) Never let the *past* interfere with your hopes for the future.

Passed is the past tense of the verb *to pass*.

- (3) She *passed* by and nodded hello.
- (4) The wild geese *passed* overhead.

Practice 19

Fill in *past* or *passed*.

1. He asked for the butter, but I absentmindedly _____ him the mayonnaise.
2. Forget about failures in the _____, and look forward to success in the future.
3. The police car caught up to the truck that had _____ every other car on the road.
4. I have _____ this same corner every Saturday morning for a year.
5. Wasn't that woman who just _____ us on a motorcycle your Aunt Sally?
6. In the _____, Frieda and Carolyn used to talk on the phone once a week.
7. Your _____ attendance record was perfect.
8. Don knew he had _____ the test, but he had never received such a high grade in the _____.

Practice 20

On separate paper, write two sentences using *past* and two using *passed*.

Quiet/Quit/Quite

Quiet means "silent, still."

- (1) The woods are *quiet* tonight.

Quit means “to give up” or “to stop doing something.”

- (2) Last year, I *quit* smoking.

Quite means “very” or “exactly.”

- (3) He was *quite* tired after playing handball for two hours.
(4) That’s not *quite* right.

Practice 21

Fill in *quiet*, *quit*, or *quite*.

1. When it comes to expressing her feelings, Tonya is _____ vocal.
2. I can’t concentrate when my apartment is too _____.
3. Selling belly chains can be _____ amusing.
4. Please be _____; I’m trying to listen to the news.
5. If she _____ now, she will risk losing her vacation pay.
6. Dwight asked the crew to be absolutely _____ while the magicians performed.
7. Don’t _____ when the going gets rough; just increase your efforts and succeed.
8. I have the general idea, but I don’t _____ understand all the details.
9. This usually _____ library is now _____ noisy.
10. She _____ whistling when people in the line began to stare at her.

Practice 22

On separate paper, write two sentences using *quiet*, two using *quit*, and two using *quite*.

Rise/Raise

Rise means “to get up by one’s own power.” The past tense of *rise* is *rose*. The past participle of *rise* is *risen*.

- (1) The sun *rises* at 6 a.m.
- (2) Daniel *rose* early yesterday.
- (3) He *has risen* from the table.

Raise means “to lift an object” or “to grow or increase.” The past tense of *raise* is *raised*. The past participle of *raise* is *raised*.

- (4) *Raise* your right hand.
- (5) She *raised* the banner over her head.
- (6) We *have raised* \$1,000.

Practice 23

Fill in forms of *rise* or *raise*.

1. When the moon _____, we'll be able to see the path better.
2. During the meeting, she _____ the possibility of a strike.
3. The jet _____ off the runway and roared into the clouds.
4. Bud would like to _____ early, but usually he wakes, turns over, and goes back to sleep.
5. Can you _____ corn in this soil?
6. He couldn't _____ from his chair because of the chewing gum stuck to his pants.
7. My boss has unexpectedly _____ my salary.
8. I felt foolish when I accidentally _____ my voice in the quiet concert hall.
9. The loaves of homemade bread have _____.
10. He _____ to his feet and shuffled out the door.

Practice 24

On separate paper, write two sentences using some form of *rise* and two using some form of *raise*.

Sit/Set

Sit means "to seat oneself." The past tense of *sit* is *sat*. The past participle of *sit* is *sat*.

- (1) *Sit* up straight!
- (2) He *sat* down on the porch and fell asleep.
- (3) She has *sat* reading that book all day.

Set means "to place" or "to put something down." The past tense of *set* is *set*. The past participle of *set* is *set*.

- (4) Don't *set* your books on the dining room table.
- (5) She *set* the package down and walked off without it.
- (6) He had *set* the pot on the stove.

Practice 25

Fill in forms of *sit* or *set*.

1. Marcy _____ her glasses on the seat next to her.
2. Please _____ there; the dentist will see you in ten minutes.
3. _____ the cans of paint in the corner, please.
4. My grandfather always _____ in that overstuffed, red-and-blue plaid chair.
5. Please _____ that box of clothes by the door.
6. _____ down, and let me _____ this Hawaiian feast before you.
7. I would have _____ your bracelet on the counter, but I was afraid someone might walk off with it.
8. We have always _____ in the first row, but tonight I want to _____ at the back of the auditorium.

Practice 26

On separate paper, write two sentences using some form of *sit* and two using *set*.

Suppose/Supposed

Suppose means “to assume” or “to guess.” The past tense of *suppose* is *supposed*. The past participle of *suppose* is *supposed*.

- (1) Brad *supposes* that the teacher will give him an A.
- (2) We all *supposed* she would win first prize.
- (3) I had *supposed* Dan would win.

- *Supposed* means “should have”; it is followed by *to*.

- (4) He is *supposed to* meet us after class.
- (5) You were *supposed to* wash and wax the car.

REMEMBER: When you mean *ought* or *should*, always use the *-ed* ending—*supposed*.

Practice 27

Fill in *suppose* or *supposed*.

1. How do you _____ he will get himself out of this mess?
2. My father-in-law was _____ to arrive last night.
3. I _____ I'll find my car keys in my other pants.

4. Why do you _____ that cereal is so expensive?
5. You are not _____ to open the presents until your birthday.
6. Diane was _____ to check the bus schedule.
7. Where do you _____ he bought that gold lamé shirt?
8. What are we _____ to do with these three-by-five-inch cards?
9. Frank _____ that Meredith would meet him for dinner.
10. I _____ Ron is willing to shovel the snow this time.

Practice 28

On separate paper, write two sentences using *suppose* and two using *supposed to*.

Their/There/They're

Their is a possessive pronoun and shows ownership.

- (1) They couldn't find *their* wigs.
- (2) *Their* children are charming.

There indicates a location.

- (3) I wouldn't go *there* again.
- (4) Put the lumber down *there*.

There is also a way of introducing a thought.

- (5) *There* is a fly in my soup.
- (6) *There* are two ways to approach this problem.

They're is a contraction: *they + are = they're*. If you cannot substitute *they are* in the sentence, you cannot use *they're*.

- (7) *They're* the best poems I have read in a long time.
- (8) If *they're* coming, count me in.

Practice 29

Fill in *their*, *there*, or *they're*.

1. If you move over _____, I can get everyone into the picture.
2. _____ are three ways to mix paint, all of which are messy.
3. If _____ here, we can set out the food.

4. Do you see the air balloon way up _____ ?
5. My uncle and aunt always helped _____ children with _____ homework.
6. _____ preparing for a hot, sticky summer.
7. Is _____ a faster route to Topeka?
8. _____ never on time when it comes to paying _____ phone bills.
9. _____ products contain no sugar and no preservatives.
10. Is _____ a wrench in the toolbox?
11. Because _____ so quiet, I suppose _____ asleep.
12. Isn't _____ a better way to organize _____ closets?

Practice 30

On separate paper, write two sentences using *their*, two using *there*, and two using *they're*.

Then/Than

Then means "next" or "at that time."

- (1) First, we went to the theater, and *then* we went for pizza.
- (2) I was a heavyweight boxer *then*.

Than is used in a comparison.

- (3) She is a better student *than* I.

Practice 31

Fill in *then* or *than*.

1. Carlos works harder _____ anyone else in this office.
2. San Francisco has colder winters _____ San Diego.
3. Get your first paycheck; _____ think about moving into your own apartment.
4. It's often better to forgive someone _____ to carry a grudge.
5. If you receive straight A's this semester, will you _____ apply for a scholarship?
6. You asked me a question and _____ interrupted me before I could answer.

7. This red convertible gets more miles to the gallon _____ any other car on the lot.
8. Now I'm ready for marriage; _____, I was confused.

Practice 32

On separate paper, write two sentences using *then* and two using *than*.

Thought/Taught

Thought is the past tense of the verb *to think*. It can also mean "an idea."

- (1) She *thought* it was an interesting idea.
- (2) Now that's a strange *thought*!

Taught is the past tense of the verb *to teach*.

- (3) Last summer, César *taught* his daughters how to swim.
- (4) She once *taught* mathematics at Stanford Community College.

Practice 33

Fill in *thought* or *taught*.

1. Nora _____ me how to decipher her handwriting.
2. I _____ about the company's offer but decided to refuse it and wait for a better one.
3. Perry _____ that he could make extra money driving a cab.
4. Charlie _____ he could always borrow anything he needed.
5. Every great deed begins with a _____.
6. Who _____ you how to balance your checkbook?
7. When Joan _____ about the courses she had chosen, she knew she would have a challenging semester.
8. Louis _____ that if he _____ French, he wouldn't forget his native language.

Practice 34

On separate paper, write two sentences using *thought* and two using *taught*.

Threw/Through

Threw is the past tense of the verb *to throw*.

- (1) Charleen *threw* the ball into the bleachers.

Through means “in one side and out the other” or “finished.”

- (2) He burst *through* the front door laughing.
 (3) If you are *through* eating, we can leave.

Practice 35

Fill in *threw* or *through*.

1. I went _____ my notes, but I couldn't find any reference to Guatemala.
2. He _____ the pillow on the floor and plopped down in front of the TV.
3. Gail _____ her raincoat over her head and ran out into the storm.
4. You go _____ that door to get to the dean's office.
5. If you are _____ with that reference material, I would like to take a look at it.
6. I am not sure why Sandra _____ a life preserver to that group of swimmers.
7. We can always see _____ their tricks.
8. It took Beverly more than an hour to go _____ airport security.

Practice 36

On separate paper, write two sentences using *threw* and two using *through*.

To/Too/Two

To means “toward.”

- (1) We are going *to* the stadium.

To can also be combined with a verb to form an infinitive.

- (2) Where do you want *to go* for lunch?

Too means “also” or “very.”

- (3) Roberto is going to the theater *too*.
 (4) They were *too* bored to stay awake.

Two is the number 2.

- (5) Ms. Palmer will teach *two* new accounting courses this term.

Practice 37

Fill in *to*, *too*, or *two*.

1. If you want _____ enroll in college this fall, you will need _____ letters of recommendation.
2. It will be _____ awkward _____ leave the dinner before the dessert is served.
3. She likes _____ eat sushi _____.
4. It's _____ early _____ go _____ the football game.
5. That dance step may be _____ advanced for me right now.
6. No one is _____ old _____ learn the polka.
7. The _____ students worked all night preparing for the debate.
8. On the express bus, there were _____ many people in the front and _____ few in the back.
9. Even the students admitted that the test was _____ easy.
10. Jimmy and I have _____ build the drawers by Friday if we want _____ stain the chest on Monday.
11. Have you ever been _____ the Grand Canyon?
12. Tracey hates _____ complain, even when she is clearly right.
13. It's _____ much trouble to make my own salad dressing.
14. She _____ likes _____ watch professional wrestling.
15. We saw _____ undercover agents talking quietly _____ the bartender.

Practice 38

On separate paper, write two sentences using *to*, two using *too*, and two using *two*.

Use/Used

Use means “to make use of.” The past tense of *use* is *used*. The past participle of *use* is *used*.

- (1) Why do you *use* green ink?
- (2) He *used* the wrong paint in the bathroom.
- (3) I have *used* that brand of toothpaste myself.

Used means “in the habit of” or “accustomed”; it is followed by *to*.

- (4) I am not *used to* getting up at 4 a.m.
- (5) They got *used to* the good life.

REMEMBER: When you mean *in the habit of* or *accustomed*, always use the *-ed* ending—*used*.

Practice 39

Fill in *use* or *used*.

1. Terry is _____ to long bus rides.
2. It may take a few days to get _____ to this high altitude.
3. Do you know how to _____ a buzz saw?
4. Vera hopes to get _____ to her grumpy father-in-law.
5. Please _____ the pink striped towel.
6. Carlotta and Roland still _____ the laundromat on the corner.
7. We _____ the self-service pump; the gas was cheaper.
8. Feel free to _____ my telephone if you need to make a call.
9. _____ your head!
10. Never _____ big words to try to impress people.
11. My grandmother does not _____ her microwave oven because she has never gotten _____ to it.
12. Never get _____ to failure; always expect success.

Practice 40

On separate paper, write two sentences using *use* and two using *used to*.

Weather/Whether

Weather refers to atmospheric conditions.

(1) In June, the *weather* in Spain is lovely.

Whether implies a question.

(2) *Whether* you pass is up to you.

Practice 41

Fill in *weather* or *whether*.

1. Rainy _____ makes me lazy.
2. Be sure to tell the employment agency _____ you plan to take the job.
3. You never know _____ Celia will be happy or sad.
4. Good _____ always brings joggers to the park.
5. Flopsy didn't know _____ to eat the carrot or the lettuce first.
6. Please check to see _____ the printer needs a new ink cartridge.
7. The real estate agent must know by 10 a.m. _____ you intend to rent the house.
8. _____ the _____ cooperates or not, we're going to the beach.

Practice 42

On separate paper, write two sentences using *weather* and two using *whether*.

Where/Were/We're

Where implies place or location.

- (1) *Where* have you been all day?
- (2) Home is *where* you hang your hat.

Were is the past tense of *are*.

- (3) We *were* on our way when the hurricane hit.

We're is a contraction: *we + are = we're*. If you cannot substitute *we are* in the sentence, you cannot use *we're*.

- (4) *We're* going to leave now.
- (5) Because *we're* in the city, let's go to the zoo.

Practice 43

Fill in *where*, *were*, or *we're*.

1. The desk was scratched, but _____ not sure who did it.
2. _____ did you put the tape measure?
3. Ted and Gloria _____ childhood sweethearts.
4. When you _____ at your aunt's house, _____ did your cat stay?
5. Virginia is not _____ I was born.
6. The librarians _____ very helpful in showing us _____ things _____.
7. _____ you surprised that _____ as good a team as we are?
8. The clouds _____ blocking the sun in exactly the spot _____ we _____ sitting.
9. Our children want a story every night, but sometimes _____ too tired to read them one.
10. Does Alissa remember _____ she hid her diary?
11. Everyone needs a little hideaway, a place _____ he or she can be absolutely alone.
12. _____ going is a question _____ not about to answer:

Practice 44

On separate paper, write two sentences using *where*, two using *were*, and two using *we're*.

Whose/Who's

Whose implies ownership and possession.

- (1) *Whose* term paper is that?

Who's is a contraction of *who is* or *who has*. If you cannot substitute *who is* or *who has*, you cannot use *who's*.

- (2) *Who's* knocking at the window?
- (3) *Who's* seen my new felt hat with the green bows?

Practice 45

Fill in *whose* or *who's*.

- _____ ready for an adventure?
- _____ CDs are scattered all over the floor?
- We found a puppy in the vacant lot, but we don't know _____ it is.
- _____ tapping on the window?
- He's a physician _____ diagnosis can be trusted.
- Grace admires the late Marian Anderson, _____ singing always moved her.
- I'm not sure _____ coming and _____ not.
- _____ been eating all the chocolate chip cookies?

Practice 46

On separate paper, write two sentences using *whose* and two using *who's*.

Your/You're

Your is a possessive and shows ownership.

- (1) *Your* knowledge is astonishing!

You're is a contraction: *you + are = you're*. If you cannot substitute *you are* in the sentence, you cannot use *you're*.

- (2) *You're* the nicest person I know.

Practice 47

Fill in *your* or *you're*.

- Is that _____ salad plate or mine?
- If _____ tired, take a nap.
- Does _____ daughter like her new school?
- I hope _____ children haven't forgotten their notebooks.
- If _____ in a rush, we can mail _____ scarves to you.
- _____ foreman was just transferred.
- Please keep _____ Saint Bernard out of my rose garden.
- _____ in charge of _____ finances from now on.
- When _____ optimistic about life, everything seems to go right.

10. Let me have _____ order by Thursday; if it's late, _____ not likely to receive the merchandise in time for the holidays.

Practice 48

On separate paper, write two sentences using *your* and two using *you're*.

Practice 49 Writing Assignment

While away from home—perhaps at school, in the service, or at an out-of-town job—you have met the person you wish to marry. Write a letter to introduce him or her to your parents. Since you want your parents to like your fiancé or fiancée, your letter should explain his or her most appealing qualities: career success, education, kindness, generosity, poise, friendliness, dependability, good looks, and so on. However, since you want to be realistic, show that you and this person have some differences that will have to be accepted or resolved.

Proofread your letter for accurate spelling.

✓ Chapter Highlights

Some words look and sound alike. Below are a few of them:

- **it's/its**

It's the neatest room I ever saw.

Everything is in *its* place.

- **their/they're/there**

They found *their* work easy.

They're the best actors I have ever seen.

Put the lumber down *there*.

- **then/than**

I was a heavyweight boxer *then*.

He is a better cook *than* I.

- **to/too/two**

We are going *to* the stadium.

No one is *too* old to learn.

I bought *two* hats yesterday.

- **whose/who's**

Whose Italian dictionary is this?

I'm not sure *who's* leaving early.

- **your/you're**

Is *your* aunt the famous mystery writer?

You're due for a promotion and a big raise.

Chapter Review

Proofread this essay for look-alike/sound-alike errors. Write your corrections above the lines.

Arranging for Happiness and Success

(1) Feng shui (pronounced *fung shway*) is the Chinese art of creating harmony an balance in one's surroundings. (2) Ten years ago, this ancient Eastern tradition was not excepted by mainstream America. (3) Today, however, ordinary people are using feng shui to improve many aspects of there personal and work lives. (4) Established businesses, from Universal Studios to Merrill Lynch, have embraced it to increase they're success and prosperity. (5) Architects, builders, and real estate developers are using it to create places and spaces that enhance people's lives.

(6) Feng shui means "wind-water" in Chinese. (7) The system, which was once used only by the emperor of China, is more then four thousand years old. (8) It is based on the idea that everything has powerful positive energy, or *chi*. (9) Feng shui practitioners believe that *chi* connects a person's surroundings with what happens in the person's life. (10) The proper flow of *chi* in a home or a business is suppose to create an environment in which someone can become healthier, happier, and more successful. (11) Those who's lives have been improved by feng shui believe that arranging their surroundings so that *chi* flows freely leads to positive change.

(12) In the work environment, feng shui makes people aware of the color of walls, the placement of furniture, the lighting, the sound, the choice and location of art and plants, and so on. (13) A well-known feng shui principle has people set facing the door with a wall behind them in order to feel protected and powerful.

(14) However, other suggestions have being much more unusual. (15) One executive has twelve stones sitting on a windowsill to guard against negative forces from the surrounding buildings. (16) He also has sit sixty-nine small stones on the ledge of an inside window to push away the heat and negative energy from fax machines and computers on the other side. (17) A store owner was told that the direct path from the front entrance too the rear exit of her shop would tempt customers to walk into and than directly out of her store without buying anything. (18) She was advised to hang a mirror above the back door so that the

energy would flow back into the store. (19) In the too locations were this owner paid special attention to the flow of *chi* by careful placement of cash tables, fitting rooms, and even toilets, her profits increased buy 20 percent.

(20) On the home front, people have become use to promoting they're health, comfort, peace, good fortune, prosperity, and relationships threw feng shui.

(21) Feng shui experts sometimes use a *bagua*, a kind of map, to help people evaluate their homes. (22) Each *bagua* has eight areas, or "corners," each representing a different aspect of life. (23) Interestingly enough, if a house is missing the wealth corner, the family often has difficulty getting ahead financially. (24) Creating a wealth corner usually brings about a raise in income. (25) Standard remedies for house problems include placing furniture differently or sitting objects like mirrors, crystals, wind chimes, plants, water fountains, and aquariums in strategic locations to redirect the *chi*.

(26) Weather your looking to improve your personal life or your job success, you can find feng shui guidelines to help you. (27) Their are many books, magazines, TV shows, videos, workshops, and websites about feng shui. (28) A good place to begin is by fining something that is quiet easy for you to do—for example, attacking clutter. (29) According to feng shui, clutter—things from the passed that you don't love, use, or need—blocks *chi* and exhausts your energy. (30) Getting rid of clutter in backpacks, book bags, purses, and closets helps free *chi* and sends your energy soaring!

CHAPTER 5

-ING Modifiers

PART A *Using -ING Modifiers*

PART B *Avoiding Confusing Modifiers*

PART A

Using -ING Modifiers

Another way to join ideas together is with an *-ing* modifier, or present participle.

- (1) Beth was learning to ski. She broke her ankle.
- (2) Learning to ski, Beth broke her ankle.

- It seems that *while* Beth was learning to ski, she had an accident. Sentence (2) emphasizes this time relationship and also joins two short sentences in one longer one.
- In sentence (2), *learning* without its helping verb, *was*, is not a verb. Instead, *learning to ski* refers to or modifies *Beth*, the subject of the new sentence.


Learning to ski, Beth broke her ankle.

- Note that a comma follows the introductory *-ing* modifier, setting it off from the independent idea.

Practice 1

Combine the two sentences in each pair, using the *-ing* modifier to connect them. Drop unnecessary words. Draw an arrow from the *-ing* word to the word or words to which it refers.

EXAMPLE: Tom was standing on the deck. He waved good-bye to his family.


Standing on the deck, Tom waved good-bye to his family.

1. Kyla was searching for change. She found her lost earring.

2. The children worked all evening. They completed the jigsaw puzzle.

3. They were hiking cross-country. They made many new friends.

4. She was visiting Santa Fe. She decided to move there.

5. You are loading your camera. You spot a grease mark on the lens.

6. Seth was mumbling to himself. He named the fifty states.

7. Judge Smithers was pounding his gavel. He called a recess.

8. The masons built the wall carefully. They were lifting huge rocks and cementing them in place.

PART B*Avoiding Confusing Modifiers*

Be sure that your *-ing* modifiers say what you mean!

(1) Hanging by the toe from the dresser drawer, Joe found his sock.

- Probably the writer did not mean that Joe spent time hanging by his toe. What, then, was hanging by the toe from the dresser drawer?
- *Hanging* refers to the *sock*, of course, but the order of the sentence does not show this. We can clear up the confusion by turning the ideas around.

Joe found his sock hanging by the toe from the dresser drawer.

Read your sentences in the previous exercise to make sure the order of the ideas is clear, not confusing.

(2) Visiting my cousin, our house was robbed.

- Does the writer mean that *our house* was visiting my cousin? To whom or what, then, does *visiting my cousin* refer?
- *Visiting* seems to refer to *I*, but there is no *I* in the sentence. To clear up the confusion, we would have to add or change words.

Visiting my cousin, I learned that our house was robbed.

Practice 2

Rewrite the following sentences to clarify any confusing *-ing* modifiers.

1. Biking and walking daily, Cheryl's commuting costs were cut.

Rewrite: _____

2. Leaping from tree to tree, Professor Fernandez spotted a monkey.

Rewrite: _____

3. Painting for three hours straight, the bathroom and the hallway were finished by Theresa.

Rewrite: _____

4. My son spotted our dog playing baseball in the schoolyard.

Rewrite: _____

5. Lying in the driveway, Tonia discovered her calculus textbook.

Rewrite: _____

Practice 3

On separate paper, write three sentences of your own, using *-ing* modifiers to join ideas.

Practice 4 Writing Assignment

Some people feel that much popular music degrades women and encourages drug abuse and violence. Others feel that popular songs expose many of the social ills we suffer from today. What do you think?

Prepare to take part in a debate to defend or criticize popular music. Your job is to convince the other side that your view is correct. Use specific song titles and artists as examples to support your argument.

Use one or two *-ing* modifiers to join ideas together. Remember to punctuate correctly.

✓ Chapter Highlights

- **An -ing modifier can join two ideas:**

(1) Sol was cooking dinner.

(2) He started a small fire.

(1) + (2) *Cooking* dinner, Sol started a small fire.

- **Avoid confusing modifiers:**

I finally found my cat riding my bike. (*incorrect*)

Riding my bike, I finally found my cat. (*correct*)

Chapter Review

Proofread the following paragraph for comma errors and confusing modifiers. Correct each error above the line.

(1) What happened in the shed behind Patrick O'Leary's house to start the Great Chicago Fire of 1871? (2) No one knows for sure. (3) Smoking in the shed, some people say the fire was started by careless boys. (4) In another story, poker-playing youngsters accidentally kicked over an oil lamp. (5) However, the blame usually is placed on Mrs. O'Leary's cow. (6) At 8:45 p.m., swinging a lantern at her side Mrs. O'Leary went out to milk the unruly cow. (7) The cow tipped the lantern switching its tail. (8) Recalling the incident Mrs. Nellie Hayes branded the cow theory "nonsense." (9) In fact, she said that the O'Learys' neighbors were having a party on the hot night of October 7. (10) Looking for some fresh milk a thirsty guest walked into the shed and dropped a lighted candle along the way. (11) Whatever happened, the fire was the greatest calamity of nineteenth-century America. (12) Killing three hundred people and destroying more than three square miles of buildings it left ninety thousand people homeless.

CHAPTER 6

Coordination

As a writer, you will sometimes want to join short, choppy sentences to form longer sentences. One way to join two ideas is to use a comma and a *coordinating conjunction*.

- (1) This car has many special features, and it costs less than \$15,000.
- (2) The television picture is blurred, but we will watch the football game anyway.
- (3) She wants to practice her Italian, so she is going to Italy.

- Can you break sentence (1) into two complete and independent ideas or thoughts? What are they? Underline the subject and verb in each.
- Can you do the same with sentences (2) and (3)? Underline the subjects and verbs.
- In each sentence, circle the word that joins the two parts of the sentence together. What punctuation mark comes before that word?
- *And, but, and so* are called *coordinating conjunctions* because they coordinate, or join together, ideas. Other coordinating conjunctions are *for, nor, or, and yet*.

To join two complete and independent ideas, use a coordinating conjunction preceded by a comma.

Now let's see just how coordinating conjunctions connect ideas:

Coordinating Conjunctions

and	<i>means</i>	in addition
but, yet	<i>mean</i>	in contrast
for	<i>means</i>	because
nor	<i>means</i>	not either
or	<i>means</i>	either, a choice
so	<i>means</i>	as a result

BE CAREFUL: *Then*, *also*, and *plus* are not coordinating conjunctions. By themselves, they cannot join two ideas.

Incorrect: He studied, then he went to work.

Correct: He studied, and then he went to work.

Practice 1

Read these sentences for meaning. Then punctuate them correctly, and fill in the coordinating conjunction that best expresses the relationship between the two complete thoughts. REMEMBER: Do you want to *add*, *contrast*, *give a reason*, *show a result*, or *indicate a choice*?

1. President John F. Kennedy established the Peace Corps in 1961 _____ he didn't live long enough to see the program grow.
2. The first group of Peace Corps volunteers was made up of fifty-two people in their early twenties _____ the group was both small and young.
3. Since then, more than 161,000 people of all ages have participated in the program _____ they have worked in more than 134 different countries.
4. The Peace Corps has grown greatly _____ its goals have remained the same.
5. Americans and people in other countries learn about each other's cultures _____ Peace Corps volunteers help improve living conditions.
6. In the early days, most volunteers taught school _____ they worked on health projects.
7. However, many different kinds of projects have been added _____ nations now need new kinds of assistance.
8. For example, Eastern European countries are developing free markets _____ Peace Corps volunteers are helping them run small businesses.
9. Businesspeople in former Soviet Union provinces learn how to prepare budgets _____ meeting Americans interests them too.
10. Between October 2000 and September 2001, the Peace Corps celebrated its fortieth anniversary _____ many returned volunteers shared their experiences with their local communities.

Practice 2

Every one of these thoughts is complete by itself, but you can join them together to make more interesting sentences. Combine pairs of these thoughts, using *and*, *but*, *for*, *nor*, *or*, *so*, or *yet*, and write six new sentences on the lines that follow. Punctuate correctly.

babies need constant supervision

Rico overcame his disappointment

in the 1840s, American women began to fight for the right to vote

I will write my essay at home tonight

the ancient Chinese valued peaches

he decided to try again

they are the best Ping-Pong players on the block

you should never leave them by themselves

I will write it tomorrow in the computer lab

they did not win that right until 1920

they can't beat my cousin from Cleveland

they believed that eating peaches made a person immortal

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Practice 3

Finish these sentences by adding a second complete idea after the coordinating conjunction.

1. She often interrupts me, but _____

2. Please sign up for dancing lessons today, or _____

3. Yuri has lived in the United States for ten years, so _____

4. Len has been married three times, and _____

5. These are my favorite sneakers, for _____

6. He loves to tell people what to do, so _____

7. She carries her math book everywhere, yet _____

8. This curry had better be hot, or _____

9. I like owning a car, for _____

10. I like owning a car, but _____

Practice 4

On separate paper, write seven sentences of your own using each of the coordinating conjunctions—*and*, *but*, *for*, *nor*, *or*, *so*, and *yet*—to join two independent ideas. Punctuate correctly.

Practice 5 Writing Assignment

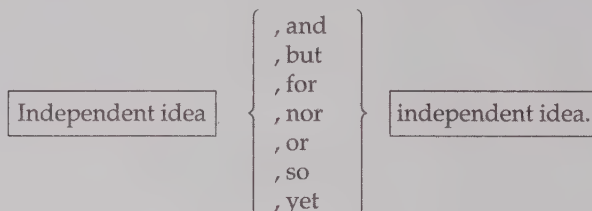
Whether you are a teenager, a young adult, middle-aged, elderly, single, or part of a couple, there are characters in TV sitcoms who are supposed to represent you. Do these characters correctly portray the kind of person you are, or are you seeing one or more irritating exaggerations?

Write a letter of praise or complaint to a network that broadcasts one of these sitcoms. Make clear why you think a certain character does or does not correctly portray someone like you. Use examples and specific details. As you write, avoid choppy sentences by joining ideas with coordinating conjunctions.

✓ Chapter Highlights

- A comma and a coordinating conjunction join two independent ideas:

The fans booed, *but* the umpire paid no attention.



- Note: *Then*, *also*, and *plus* are not coordinating conjunctions.

Chapter Review

Read this paragraph of short, choppy sentences. Then rewrite it, using different coordinating conjunctions to combine some pairs of sentences. Keep some short sentences for variety. Copy your revised paragraph on a fresh sheet of paper. Punctuate with care.

(1) In 1929, Alice Orr answered a want ad for bronco riders for a Wild West show. (2) She was hired immediately. (3) Her new job launched a remarkable career. (4) Orr became an international rodeo star. (5) She was an expert in every rodeo event. (6) Her specialty was saddle bronc riding. (7) That tough competition has since been dropped from women's rodeos. (8) Orr won four world championships in it. (9) Orr was also concerned about working conditions for rodeo competitors. (10) She helped establish a professional rodeo association. (11) In the 1940s, Orr and her husband put on rodeos themselves. (12) She would demonstrate her world-famous saddle bronc riding. (13) Orr retired from rodeos in her fifties. (14) She did movie stunt work until she was eighty. (15) When Alice Orr died in 1995 at the age of 93, many people still remembered her as queen of the bronco riders.

Chapter 7

Subordination

PART A *Defining and Using
Subordinating
Conjunctions*

PART B *Punctuating
Subordinating
Conjunctions*

PART A

Defining and Using Subordinating Conjunctions

Another way to join ideas together is with a *subordinating conjunction*.
Read this paragraph:

A great disaster happened in 1857. The SS *Central America* sank. This steamship was carrying six hundred wealthy passengers from California to New York. Many of them had recently struck gold. Battered by a storm, the ship began to flood. Many people on board bailed water. Others prayed and quieted the children. Thirty hours passed. A rescue boat arrived. Almost two hundred people were saved. The rest died. Later, many banks failed. Three tons of gold had gone down with the ship.

This could have been a good paragraph, but notice how dull the writing is because the sentences are short and choppy.

Here is the same paragraph rewritten to make it more interesting:

A great disaster happened in 1857 *when* the SS *Central America* sank. This steamship was carrying six hundred wealthy passengers from California to New York. Many of them had recently struck gold. Battered by a storm, the ship began to flood. Many people on board bailed water *while* others prayed and quieted the children. *After* thirty hours passed, a rescue boat arrived. Almost two hundred people were saved *although* the rest died. Later, many banks failed *because* three tons of gold had gone down with the ship.

- Note that the paragraph now reads more smoothly and is more interesting because the following words were used to join some of the choppy sentences: *when, while, after, although, and because*.
- *When, while, after, although, and because* are part of a large group of words called *subordinating conjunctions*. As you can see from the paragraph, these conjunctions join ideas.

BE CAREFUL: Once you add a subordinating conjunction to an idea, that idea can no longer stand alone as a complete and independent sentence. It has become a subordinate or dependent idea; it must rely on an independent idea to complete its meaning.*

- (1) Because he is tired, _____
- (2) As I left the room, _____
- (3) If you know Spanish, _____

- Note that each of these ideas is dependent and must be followed by something else—a complete and independent thought.
- Sentence (1), for example, could be completed like this: Because he is tired, *he won't go out*.
- Add an independent idea to complete each dependent idea on the lines above.

Below is a partial list of subordinating conjunctions.

Common Subordinating Conjunctions

after	even though	when
although	if	whenever
as	since	where
as if	so that	whereas
as though	though	wherever
because	unless	whether
before	until	while

Practice 1

Read these sentences for meaning. Then fill in the subordinating conjunction that best expresses the relationship between the two ideas.

- _____ the animal world is filled with exciting journeys, perhaps none is more amazing than the flight of monarch butterflies.
- _____ monarchs are only five inches across and weigh only a fiftieth of an ounce, they travel thousands of miles: north to south and back again.

*For more work on sentence fragments of this type, see Chapter 7, Part C.

3. _____ summer changes to fall, millions of these beautiful black-and-orange butterflies begin to migrate to warmer climates.
4. Monarchs have to migrate _____ they need warm sunshine to stay alive.
5. The monarch butterflies that live west of the Rocky Mountains fly to the California coast _____ those that live east of the Rockies go south.
6. For years, scientists wondered where eastern monarchs went _____ they left Canada and the northern United States.
7. Researchers at the University of Toronto eventually began tagging the butterflies _____ the monarchs migrated south.
8. Volunteers throughout the United States and Mexico would contact the university _____ they saw a tagged monarch.
9. People continued to search _____ they finally tracked the butterflies to several sites in the forests of central Mexico.
10. At those sites, millions of butterflies cover the giant fir trees _____ no green from the trees is visible.
11. _____ the butterflies leave the trees to find water, they fill the sky, sometimes blocking out the sun completely.
12. _____ visitors from all over the world arrive at the monarch sanctuary in El Rosario, they marvel at the incredible beauty of this butterfly world.
13. Unfortunately, _____ an unusual cold spell in Mexico in 1995 killed up to 15 percent of the monarch population, monarchs have been in danger.
14. Another threat to their existence is logging _____ monarchs need the fir trees to keep themselves warm and dry.
15. Some experts have predicted that these wonderful butterflies will be extinct within twenty years _____ logging in the Mexican forests continues at recent levels.

Practice 2

Now that you understand how subordinating conjunctions join thoughts together, try these sentences. Here you have to supply one idea. Make sure that the ideas you add have subjects and verbs

1. The cafeteria food improved when _____

2. Because Mark and Joel both love basketball, _____

3. If _____
Mike plans to get legal advice.
4. Whenever _____
she eats a huge lunch.
5. The history class seemed sad after _____

6. I was repairing the roof while _____

7. Before _____
you had better get all the facts.
8. After _____
I always feel wonderful.

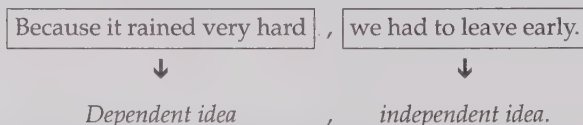
PART B

Punctuating Subordinating Conjunctions

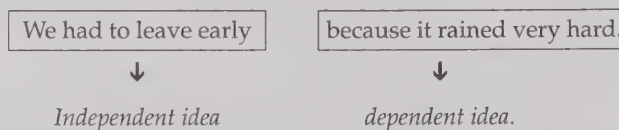
As you may have noticed in the preceding exercises, some sentences with subordinating conjunctions use a comma while others do not. Here is how it's done.

- (1) Because it rained very hard, we had to leave early.
- (2) We had to leave early because it rained very hard.

- Sentence (1) has a comma because the dependent idea comes before the independent idea.



- Sentence (2) has no comma because the dependent idea follows the independent idea.



Use a comma after a dependent idea; do not use a comma before a dependent idea.

Practice 3

If a sentence is punctuated correctly, write C in the blank. If not, punctuate it correctly by adding a comma.

1. Whenever Americans get hungry they want to eat quickly. _____
2. When McDonald's opened in 1954 it started a trend that still continues. _____
3. Whether you are talking about hamburgers or pizza fast food is big business—more than \$113 billion a year. _____
4. Fast food is appealing because it is cheap, tasty, and—of course—fast. _____
5. Although it has many advantages fast food also presents some health hazards. _____
6. While the industry is booming many people are worried about the amount of fat in fast foods. _____
7. Although some nutritionists recommend only thirty-five grams of fat a day you often eat more than that in just one fast-food meal. _____
8. If you order a Big Mac, fries, and a chocolate shake you take in forty-five grams of fat. _____
9. That goes up to sixty-three grams whenever you go for a Burger King double whopper with cheese. _____
10. Fortunately, fast-food restaurants are now providing low-fat items so that they can attract health-conscious customers. _____
11. For instance, a McGrilled Chicken Classic has only three grams of fat while a Burger King chunky chicken salad has only four. _____
12. Whereas Wendy's provides salad bars in all its locations Taco Bell offers light Mexican entrées. _____
13. If you like seafood you can eat baked lemon crumb fish with only one gram of fat at Long John Silver's. _____
14. Although you may not think of baked potatoes or fresh vegetables as fast food many fast-food restaurants are offering these dishes. _____
15. However, restaurants will continue to offer low-fat meals only if people will continue to order them. _____

Practice 4

Combine each pair of sentences by using a subordinating conjunction. Write each combination two ways: once with the subordinating conjunction at the beginning of the sentence and once with the subordinating conjunction in the middle of the sentence. Punctuate correctly.

EXAMPLE: Marriage exists in all societies.
Every culture has unique wedding customs.

Although marriage exists in all societies, every culture has unique
wedding customs.

Every culture has unique wedding customs although marriage exists
in all societies.

1. Young couples in India marry.
The ceremony may last for days.

2. The wedding takes place at the bride's home.
Everyone travels to the groom's home for more celebrating.

3. They are often included in Korean wedding processions.
Ducks mate for life.

4. Iroquois brides gave grain to their mothers-in-law.
Mothers-in-law gave meat to the bride.

5. The food was exchanged.
The bride and groom were considered married.

6. The tradition went out of style.
Finnish brides and grooms used to exchange wreaths.

7. The bride, groom, and bridal party dance special dances.
A Zulu wedding is not complete.

8. The bride dances wildly and gloriously.
She stabs at imaginary enemies with a knife.

9. The wedding ring is a very old symbol.
The elaborate wedding cake is even older.

10. The ring symbolizes the oneness of the new couple.
The cake represents fertility.

Practice 5

Now try writing sentences of your own. Fill in the blanks, being careful to punctuate correctly. Do not use a comma before a dependent idea.

1. _____ because
_____.
2. Although _____
_____.
3. Since _____
_____.
4. _____ whenever
_____.
5. Unless _____
_____.

Practice 6 Writing Assignment

Imagine that you are a teacher planning a lesson on courtesy for a class of young children. Use a personal experience, either positive or negative, to illustrate your point. Brainstorm, freewrite, or cluster to generate details for the lesson. Then write what—and how—you plan to teach. Keeping in mind that you are trying to reach young children, make sure that the significance of the experience you will describe is clear. Join ideas together with subordinating conjunctions, being careful about punctuation.

Form small groups to discuss one another's lessons. Which are most convincing? Why? Would children learn more from examples of good behavior or from examples of bad behavior?

✓ Chapter Highlights

- A subordinating conjunction joins a dependent idea and an independent idea:

When I registered, all the math courses were closed.

All the math courses were closed *when* I registered.

- Use a comma after a dependent idea.

After	}	<i>dependent idea, independent idea.</i>
Because		
Before		
If		
Since		
Unless		
When		
While		

- Do not use a comma before a dependent idea.

<i>Independent idea</i>	{	after	{	<i>dependent idea.</i>
		because		
		before		
		if		
		since		
		unless		
		when		
		while		

Chapter Review

Read this paragraph of short, choppy sentences. Then rewrite it on the blank lines, using different subordinating conjunctions to combine pairs of sentences. Keep some short sentences for variety. Punctuate with care.

(1) Bill Gates is known for his technological and business skills. (2) The chairman of Microsoft Corporation was born in 1955 in Seattle, Washington. (3) He started a computer company. (4) He was fourteen years old. (5) The successful company lost business. (6) Clients learned that it was run by high school students. (7) Gates attended Harvard University for two years. (8) He dropped out to create computer software. (9) In 1975, he and a friend established Microsoft. (10) The new company attracted attention. (11) It produced an operating system for IBM's personal computer. (12) By 1997, eight out of ten computers were starting up with Microsoft operating systems. (13) Microsoft Corporation is now embroiled in a huge antitrust battle. (14) Many people believe that the old antitrust laws cannot be applied to an information economy. (15) Meanwhile, Bill Gates is a billionaire several times over.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

CHAPTER 8

Parallelism

PART A *Writing Parallel Constructions*

PART B *Using Parallelism for Special Effects*

PART A

Writing Parallel Constructions

Which sentence in each pair sounds better to you?

- (1) Jennie is an artist, spends time at athletics, and flies planes.
- (2) Jennie is *an artist, an athlete, and a pilot*.
- (3) He slowed down and came sliding. The winning run was scored.
- (4) He *slowed down, slid, and scored* the winning run.

- Do sentences (2) and (4) sound smoother and clearer than sentences (1) and (3)?
- Sentences (2) and (4) balance similar words or phrases to show similar ideas.

This technique is called *parallelism* or *parallel structure*. The italicized parts of (2) and (4) are *parallel*. When you use parallelism, you repeat similar grammatical constructions in order to express similar ideas.

- In sentence (2), can you see how *an artist, an athlete, and a pilot* are parallel? All three words in the series are singular nouns.
- In sentence (4), can you see how *slowed, slid, and scored* are parallel? All three words in the series are verbs in the past tense.

Now let's look at two more pairs of sentences. Note which sentence in each pair contains parallelism.

- (5) The car was big, had beauty, and it cost a lot.
- (6) The car was *big, beautiful, and expensive*.
- (7) They raced across the roof, and the fire escape is where they came down.
- (8) They raced *across the roof and down the fire escape*.

- In sentence (6), how are *big, beautiful, and expensive* parallel words?

- In sentence (8), how are *across the roof and down the fire escape* parallel phrases?

Certain special constructions require parallel structure:

- (9) The room is *both light and cheery*.
- (10) You *either love geometry or hate it*.
- (11) Tanya *not only plays the guitar but also sings*.
- (12) Richard would *rather fight than quit*.

Each of these constructions has two parts:

both . . . and	not only . . . but also
(n)either . . . (n)or	rather . . . than . . .

The words, phrases, or clauses following each part must be parallel:

light . . . cheery	plays . . . sings
love . . . hate	fight . . . quit

Parallelism is an excellent way to add smoothness and power to your writing. Use it in pairs or in a series of ideas, balancing a noun with a noun, an *-ing* verb with an *-ing* verb, a prepositional phrase with a prepositional phrase, and so on.

Practice 1

Circle the element that is *not* parallel in each list.

EXAMPLE: blue

red

colored like rust

purple

1. broiling

frying

baker

cooking

2. my four dogs

out the door

across the yard

under the fence

- | | |
|---|--|
| 3. painting the kitchen
cans of paint
several brushes
one roller | 6. music shops
clothing stores
buying a birthday present
gift boutiques |
| 4. persistent
strong-willed
work
optimistic | 7. topped with whipped cream
bananas and ice cream
sprinkled with pecans
covered with chocolate sauce |
| 5. standing on tiptoes
toward the audience
smiling with anticipation
leaning against the table | 8. We shop for fruits at the market.
We buy enough to last all week.
We are baking a cake tonight.
We cook special meals often. |

Practice 2

Rewrite each sentence, using parallelism to accent the similar ideas.

EXAMPLE: How can you recognize and you can be helpful to someone who is on drugs?

Rewrite: How can you recognize and help someone who is on drugs?

1. A person on drugs may become unusually nervous, irritable, or there may be anger.

Rewrite: _____

2. He or she might neglect chores, be forgetting dates, and the person might skip work or classes also.

Rewrite: _____

3. New friends may appear whose names and where they are living are kept secret.

Rewrite: _____

4. Other signs include reckless driving. Health may become poor, and sloppy physical appearance is also a sign.

Rewrite: _____

5. Heavy drug users may experience deep depression and are having wild hallucinations.

Rewrite: _____

6. Many drug users will deny their problem rather than admitting to having it.

Rewrite: _____

7. However, wisely and thoughtful friends and relatives can try to help.

Rewrite: _____

8. They can approach the person with compassion rather than accusingly.

Rewrite: _____

9. They might not only express their concern but also be making suggestions about treatment programs.

Rewrite: _____

10. Groups that use the twelve-step method or when the program uses the “tough love” approach have the most successful programs.

Rewrite: _____

Practice 3

Fill in the blanks in each sentence with parallel words or phrases of your own. Be creative. Take care that your sentences make sense and that your parallels are truly parallel.

EXAMPLE: I feel rested and happy.

1. Ethan's favorite colors are _____ and _____.
2. The day of the storm, we _____, and they _____.
3. Her attitude was strange. She acted as if _____ and as if _____.
4. I like people who _____ and who _____.
5. Some married couples _____ while others _____.
6. Harold _____, but I just _____.
7. To finish this project, work _____ and _____.
8. _____ and _____ relax me.
9. We found _____, _____, and _____ on the beach.
10. They might want to _____ or to _____.

PART B

Using Parallelism for Special Effects

By rearranging the order of a parallel series, you can sometimes add a little drama or humor to your sentences. Which of these two sentences is more dramatic?

- (1) Bharati is a wife, a mother, and a black belt in karate.
- (2) Bharati is a wife, a black belt in karate, and a mother.

- If you chose sentence (1), you are right. Sentence (1) saves the most surprising item—a *black belt in karate*—for last.
- Sentence (2), on the other hand, does not build suspense but gives away the surprise in the middle.

You can also use parallelism to set up your readers' expectations and then surprise them with humor.

(3) The handsome cowboy saddled up, leaped on his horse, and slid off.

Practice 4

On separate paper, write five sentences of your own, using parallel structure. In one or two of your sentences, arrange the parallel elements to build toward a dramatic or humorous conclusion. For ideas, look at Practice 3, but create your own sentences.

Practice 5 Writing Assignment

Write a one-paragraph newspaper advertisement to rent or sell your house or apartment. Using complete sentences, let the reader know the number of rooms, their size, and their appearance, and why someone would be happy there. Emphasize your home's good points, such as "lots of light" or "closet space galore," but don't hide the flaws. If possible, minimize them while still being honest.

You may want to begin with a general description, such as "This apartment is a plant lover's dream." Be careful, though: if you describe only the good features or exaggerate, readers may think, "It's too good to be true." Use parallel structure to help your sentences read more smoothly.

✓ Chapter Highlights

- Parallelism balances similar words or phrases to express similar ideas:

He left the gym *tired, sweaty, and satisfied*.

Tami not only *finished the exam in record time* but also *answered the question for extra credit*.

To celebrate his birthday, Roger *took in a show, went to a dance, and ate a late dinner*.

Chapter Review

This essay contains both correct and faulty parallel constructions. Revise the faulty parallelism. Write your corrections above the lines.

Chinese Medicine in the United States

(1) When diplomatic relations between the United States and mainland China were restored in 1972, acupuncture was one import that sparked America's imagination and made people interested. (2) In the United States today, the most popular form of Chinese medicine is acupuncture.

(3) Acupuncture involves the insertion of thin, sterile, made of stainless steel needles at specific points on the body. (4) Chinese medical science believes that the *chi*, or life force, can be redirected by inserting and by the manipulation of these needles. (5) They are inserted to just below the skin and are either removed quickly or leave them in for up to forty minutes. (6) In addition, the acupuncturist can twirl them, heat them, or charging them with a mild electrical current. (7) Acupuncture can reduce pain for those suffering from allergies, arthritis, backache, or with a toothache. (8) It also has helped in cases of chronic substance abuse, anxiety, and for depressed people.

(9) Chinese medicine has grown in popularity and become important in America. (10) Thirty-five schools in the United States teach Chinese acupuncture. (11) Forty-four states have passed laws that regulate or for licensing the practice of acupuncture. (12) Since 1974, the government has authorized several studies of acupuncture's effectiveness and how reliable it is. (13) Although research has failed to explain how acupuncture works, it has confirmed that it does work. (14) The studies also suggest that acupuncture should continue to be tested and using it.

CHAPTER 9

Avoiding Run-Ons and Comma Splices

Now that you have had practice in joining ideas together, here are two errors to watch out for: the *run-on* and the *comma splice*.

Run-on: Herb talks too much nobody seems to mind.

- There are two complete ideas here: *Herb talks too much* and *nobody seems to mind*.
- A run-on incorrectly runs together two complete ideas without using a conjunction or punctuation.

Comma splice: Herb talks too much, nobody seems to mind.

- A comma splice incorrectly joins two complete ideas with a comma but no conjunction.

Here are three ways to correct a run-on and a comma splice.

1. Write two separate sentences, making sure that each is complete.

Herb talks too much. Nobody seems to mind.

2. Use a comma and a coordinating conjunction (*and, but, for, nor, or, so, yet*).*

Herb talks too much, *but* nobody seems to mind.

*For more work on coordinating conjunctions, see Chapter 6.

3. Use a subordinating conjunction (for example, *although*, *because*, *if*, *since*, or *when*).*

Although Herb talks too much, nobody seems to mind.

Practice 1

Many of these sentences contain run-ons or comma splices. If a sentence is correct, write C in the right-hand column. If it contains a run-on or a comma splice, write either RO or CS. Then correct the error in any way you wish. Use each method at least once.

EXAMPLE:	<p>Because several ^{addictions,} Several celebrities have admitted their addictions public awareness of addiction has increased.</p>	RO
	1. Many famous people have struggled with alcoholism or drug abuse some have overcome those problems.	
	2. Often politicians, athletes, and actors hide their addiction and their recovery, they do not want to risk ruining their careers.	
	3. Other celebrities choose to go public in their battles with alcohol or drugs.	
	4. They feel that their struggles may help others, they want to act as positive role models.	
	5. One such person is Betty Ford, a former First Lady with her family's help, she became sober at age sixty.	
	6. Her recovery was successful she agreed to help several friends create a treatment center.	
	7. The center opened in 1982 in Rancho Mirage, California.	
	8. At the Betty Ford Center, alcoholics and addicts receive counseling and support for their new way of life, thousands have been treated there.	
	9. Film star Elizabeth Taylor first entered the Betty Ford Center in 1983 to deal with alcohol dependency, she returned in 1988 to deal with painkiller dependency.	
	10. NBA forward Lloyd Daniels was forced by his coach to admit his drinking and drug problems now he takes his recovery very seriously.	

*For more work on subordinating conjunctions, see Chapter 7.

11. Today people may become addicted when they are very young the actress Drew Barrymore is just one example. _____
12. At age six, Barrymore acted in *E.T.: The Extra-Terrestrial* by age nine she was addicted to drugs and alcohol. _____
13. Her mother forced her into treatment when she was thirteen, the two tried to keep Drew's problems a secret. _____
14. When a gossip magazine ran a story about her drug treatment, Barrymore decided to write a book about her addiction. _____
15. Alcohol and drugs harm millions of Americans, when someone recovers, his or her triumph can give others the courage to seek help. _____

Practice 2

Correct each run-on or comma splice in two ways. Be sure to punctuate correctly.

EXAMPLE: Technology will change the way we shop will we like the new way?

a. Technology will change the way we shop. Will we like the new way?

b. Technology will change the way we shop, but will we like the new way?

1. For instance, you want to purchase a car, you may walk up to an outdoor booth.

a. _____

b. _____

2. You select the options on a computer screen, you press an order entry key.

a. _____

b. _____

3. A factory assembles your car it is later delivered to your local dealer.

a. _____

b. _____

4. You go to a store to buy jeans, none are on the shelf.

a. _____

b. _____

5. Instead, you look at different styles on-screen you make your choice.

a. _____

b. _____

6. Taking measurements is not new now they can be taken by a three-dimensional camera.

a. _____

b. _____

7. Your measurements have been taken electronically your jeans will fit perfectly.

a. _____

b. _____

8. Your selection and measurements are transmitted to a factory your jeans are made to order.

a. _____

b. _____

9. You want to experiment with changing your hairstyle, a computer screen will show you with long, short, or differently colored hair.

a. _____

b. _____

10. You can leave the way you came in you can leave with a new look.

a. _____

b. _____

Practice 3 Writing Assignment

On the first day of the term, teachers generally announce their rules: rules about how homework should be handed in or how many absences are allowed. This writing assignment is your chance to think about rules that *students* might expect *instructors* to follow. In small groups, discuss what rules instructors should follow in order to help students learn. List at least five rules.

Then let each group member choose one rule to write about, using examples from his or her classroom experiences to explain why that rule is important. Finally, exchange papers with another group member, and check each other's work for run-ons and comma splices.

✓ Chapter Highlights

Avoid run-ons and comma splices:

Her house faces the ocean the view is breathtaking. (*run-on*)

Her house faces the ocean, the view is breathtaking. (*comma splice*)

Use these techniques to avoid run-ons and comma splices.

- **Write two complete sentences:**

Her house faces the ocean. The view is breathtaking.

- **Use a coordinating conjunction:**

Her house faces the ocean, *so* the view is breathtaking.

- **Use a subordinating conjunction:**

Because her house faces the ocean, the view is breathtaking.

Chapter Review

Run-ons and comma splices are most likely to occur in paragraphs or longer pieces of writing. Proofread each paragraph for run-ons and comma splices. Correct them in any way that makes sense: Make two separate sentences, add a coordinating conjunction, or add a subordinating conjunction. Make your corrections above the lines. Punctuate with care.

A. (1) Nearly one million people traveled to Graceland last year it is the most visited home in America except for the White House. (2) In case you didn't know, Graceland was the home of rock-and-roll legend Elvis Presley he bought it in 1957 at the age of twenty-two when he suddenly became rich and famous. (3) It was opened to the public in 1982, five years after Elvis died there. (4) The eighteen-room Memphis mansion was Elvis's home for twenty years, visitors can see what was considered luxury living in the 1960s and '70s. (5) Vinyl beanbag chairs, mirrored ceilings, and shag carpeting were high fashion then. (6) However, many visitors travel to the singer's home to honor the man rather than to see the house. (7) For some, a trip to Graceland has become a spiritual experience during Elvis Presley's "Death Week," tens of thousands arrive from all over the world to honor their idol.

B. (1) José Clemente Orozco was a brilliant twentieth-century Mexican painter. (2) He became interested in art when he was seven years old, on his way to school, Orozco watched printmaker José Guadalupe Posada. (3) He begged his mother to let him take art classes. (4) Orozco became the youngest student to study drawing at the Academia de San Carlos, he was soon able to draw better than older students. (5) At seventeen, Orozco lost his left hand in an accident the young artist continued to take classes. (6) In his late thirties, he began to paint large, colorful murals on building walls, these murals made him famous. (7) Although Orozco was driven out of Mexico several times for publicly criticizing the government, he won praise and awards, his work helped draw international attention to Mexican art.

C. (1) What do you do every night before you go to sleep and every morning when you wake up? (2) You probably brush your teeth, most people in the United States did not start brushing their teeth until after the 1850s. (3) People living in the nineteenth century did not have toothpaste, Dr. Washington Wentworth Sheffield developed a tooth-cleaning substance, which soon became widely available. (4) With the help of his son, this Connecticut dentist changed our daily habits by making the first toothpaste it was called Dr. Sheffield's Creme Dentifrice. (5) The product was not marketed cleverly enough, the idea of using toothpaste caught on slowly. (6) Then toothpaste was put into tin tubes everyone wanted to try this new product. (7) Think of life without tubes of mint-flavored toothpaste then thank Dr. Sheffield for his idea.

D. (1) The first semester of college is difficult for many students they must take on many new responsibilities. (2) For instance, they must create their own schedules. (3) New students get to select their courses in addition, they have to decide when they will take them. (4) Students also must purchase their own textbooks, colleges do not distribute textbooks each term as high schools do. (5) No bells ring to announce when classes begin and end students are supposed to arrive on time. (6) Furthermore, many professors do not call the roll they expect students to attend classes regularly and know the assignments. (7) Above all, new students must be self-disciplined. (8) No one stands over them telling them to do their homework or to visit the writing lab for extra help, they must balance the temptation to have fun and the desire to build a successful future.

E. (1) Languages are disappearing in countries on every continent. (2) North America has two hundred Native American languages, only about fifty now have more than a thousand speakers. (3) The Celtic languages of northwest Europe also have been declining for many generations. (4) However, the death of languages is most noticeable in isolated communities in Asia and Australia. (5) A different language is spoken in each tiny community sometimes only ten people speak it.

(6) In such small communities, a whole language can die if one village perishes. (7) Westerners explored a rain forest in Venezuela in the 1960s they carried a flu virus into a tiny community. (8) The virus killed all the villagers, their language disappeared with them. (9) However, most languages fade out when a smaller community comes into close contact with a larger, more powerful one, people begin to use the “more important” language. (10) A language that gives better access to education, jobs, and new technology usually prevails over a native mother tongue.

(11) According to scholars who study languages, almost half of the world’s 6,500 languages are in danger of extinction. (12) That statistic represents more than the loss of specific languages, every language represents a way of looking at the world. (13) Whenever a language disappears, we lose a unique point of view. (14) No other language can really take its place.

CHAPTER 10

Avoiding Sentence Fragments

PART A *Writing Sentences with
Subjects and Verbs*

PART B *Writing Sentences with
Complete Verbs*

PART C *Completing the Thought*

PART A

Writing Sentences with Subjects and Verbs

Which of these groups of words is a sentence? Be prepared to explain your answers.

- (1) People will bet on almost anything.
- (2) For example, every winter the Nenana River in Alaska.
- (3) Often make bets on the date of the breakup of the ice.
- (4) Must guess the exact day and time of day.
- (5) Recently, the lucky guess won \$300,000.

- In (2), you probably wanted to know what the Nenana River *does*. The idea is not complete because there is no *verb*.
- In (3) and (4), you probably wanted to know *who* often makes bets on the date of the breakup of the ice and *who* must guess the exact day and time of day.

The ideas are not complete. What is missing? _____

- But in sentences (1) and (5), you knew *who did what*. These ideas are complete.

Why? _____

Below is the same group of words written as complete sentences:

- (1) People will bet on almost anything.
- (2) For example, every winter the Nenana River in Alaska freezes.
- (3) The townspeople often make bets on the date of the breakup of the ice.
- (4) Someone must guess the exact day and time of day.
- (5) Recently, the lucky guess won \$300,000.

Every *sentence* must have both a subject and a verb—and must express a complete thought.

A *fragment* lacks either a subject or a complete verb—or does not express a complete thought.

Practice 1

All of the following are *fragments*; they lack a subject, a verb, or both. Add a subject, a verb, or both in order to make the fragments into sentences.

EXAMPLE: Raising onions in the backyard.

Rewrite: *Charles is raising onions in the backyard.* _____

1. Laughed loudly at the comedian's jokes.

Rewrite: _____

2. Melts easily.

Rewrite: _____

3. That couple on the street corner.

Rewrite: _____

4. One of the fans.

Rewrite: _____

5. Manages a Software City store.

Rewrite: _____

6. The tip of her nose.

Rewrite: _____

7. A DVD player.

Rewrite: _____

8. Makes me nervous.

Rewrite: _____

9. Tuition and fees.

Rewrite: _____

10. A person who likes to take risks.

Rewrite: _____

PART B

Writing Sentences with Complete Verbs

Do not be fooled by incomplete verbs.

(1) She leaving for the city.

(2) The students gone to the cafeteria for dessert.

● *Leaving* seems to be the verb in (1).

● *Gone* seems to be the verb in (2).

But . . .

● An *-ing* word like *leaving* is not by itself a verb.

● A word like *gone* is not by itself a verb.

(1) She $\left. \begin{array}{l} \textit{is} \\ \textit{was} \end{array} \right\}$ leaving for the city.

(2) The students $\left. \begin{array}{l} \textit{have} \\ \textit{had} \end{array} \right\}$ gone to the cafeteria for dessert.

● To be a verb, an *-ing* word (called a *present participle*) must be combined with some form of the verb *to be*.*

Helping Verb

Main Verb

am

is

are

was

were

has been

have been

had been

jogging

*For a detailed explanation of present participles, see Chapter 14.

- To be a *verb*, a word like *gone* (called a *past participle*) must be combined with some form of *to have* or *to be*.*

Helping Verb	Main Verb
am	forgotten
is	
are	
was	
were	
has	
have	
had	
has been	
have been	
had been	

Practice 2

All of the following are fragments; they have only a partial or an incomplete verb. Complete each verb in order to make these fragments into sentences.

EXAMPLE: Both children grown tall this year.

Rewrite: Both children have grown tall this year.

1. The Australian winning the tennis match.

Rewrite: _____

2. Her parents gone to the movies.

Rewrite: _____

3. Steve's letter published in the *Miami Herald*.

Rewrite: _____

4. My physics professor always forgetting the assignment.

Rewrite: _____

5. This sari made of scarlet silk.

Rewrite: _____

6. For the past two years, Joan working at a computer company.

Rewrite: _____

7. You ever been to Alaska?

Rewrite: _____

*For a detailed explanation of past participles, see Chapter 13.

8. Yesterday, Ed's wet gloves taken from the radiator.

Rewrite: _____

Practice 3

All of the following are fragments; they lack a subject, and they contain only a partial verb. Make these fragments into sentences by adding a subject and by completing the verb.

EXAMPLE: Written by Ray Bradbury.

Rewrite: This science fiction thriller was written by Ray Bradbury.

1. Forgotten the password.

Rewrite: _____

2. Now running the copy center.

Rewrite: _____

3. Making sculpture from old car parts.

Rewrite: _____

4. Been working at the state capitol building.

Rewrite: _____

5. Creeping along the windowsill.

Rewrite: _____

6. Driven that tractor for years.

Rewrite: _____

7. Slept through the TV program.

Rewrite: _____

8. Been to a wrestling match.

Rewrite: _____

Practice 4

Fragments are most likely to occur in paragraphs or longer pieces of writing. Proofread the paragraph below for fragments; check for missing subjects, missing verbs, or incomplete verbs. Circle the number of every fragment; then write your corrections above the lines.

(1) On a routine day in 1946, a scientist at the Raytheon Company his hand into his pants pocket for a candy bar. (2) The chocolate, however, a messy, sticky mass of gunk. (3) Dr. Percy Spencer had been testing a magnetron tube. (4) Could the chocolate have melted from radiation leaking from the tube? (5) Spencer sent out for a bag of popcorn kernels. (6) Put the kernels near the tube. (7) Within

minutes, corn popping wildly onto the lab floor. (8) Within a short time, Raytheon working on the development of the microwave oven. (9) Microwave cooking the first new method of preparing food since the discovery of fire more than a million years ago. (10) Was the first cooking technique that did not directly or indirectly apply fire to food.

PART C

Completing the Thought

Can these ideas stand by themselves?

- (1) Because oranges are rich in vitamin C.
- (2) Although Sam is sleepy.

- These ideas have a subject and a verb (find them), but they cannot stand alone because you expect something else to follow.
- Because oranges are rich in vitamin C, then *what?* Should you *eat them, sell them, or make marmalade?*
- Although Sam is sleepy, *what will he do?* Will he *wash the dishes, walk the dog, or go to the gym?*

- (1) Because oranges are rich in vitamin C, *I eat one every day.*
- (2) Although Sam is sleepy, *he will work late tonight.*

- These sentences are now complete.
- Words like *because* and *although* make an idea incomplete unless another idea is added to complete the thought.*

Practice 5

Make these fragments into sentences by adding some idea that completes the thought.

EXAMPLE: Because I miss my family, I am going home for the weekend.

1. As May stepped off the elevator, _____
2. If you are driving to Main Street, _____
3. While Kimi studied chemistry, _____
4. Because you believe in yourself, _____
5. Although spiders scare most people, _____
6. Unless the surgery is absolutely necessary, _____

*For more work on this type of sentence, see Chapter 7.

7. Whenever I hear Macy Gray sing, _____
8. Although these air conditioners are expensive to run, _____

Can these ideas stand by themselves?

- (3) Graciela, who has a one-year-old daughter.
- (4) A course that I will always remember.

- In each of these examples, you expect something else to follow. Graciela, who has a one-year-old daughter, *is doing what?* Does she *attend town meetings, knit sweaters, or fly planes?*
- A course that I will always remember *is what?* The thought must be completed.

- (3) Graciela, who has a one-year-old daughter, *attends Gordon College.*
- (4) A course that I will always remember *is documentary filmmaking.*

- These sentences are now complete.*

Practice 6

Make these fragments into sentences by completing the thought.

EXAMPLE: Kent, who is a good friend of mine, rarely writes to me.

- The horoscopes that appear in the daily papers _____
- Couples who never argue _____
- Robert, who is a superb pole-vaulter, _____
- Radio programs that ask listeners to call in are _____
- A person who has coped with a great loss _____
- My dog, which is the smartest animal alive, _____
- Libraries that are up-to-date _____
- The video that we watched last night _____
- A person who becomes upset easily _____
- A country that I have always wanted to visit _____

Practice 7

To each fragment, add a subject, a verb, or whatever is required to complete the thought.

1. Visiting the White House.

Rewrite: _____

2. That digital clock blinking for hours.

Rewrite: _____

3. People who can't say no to their children.

Rewrite: _____

4. Make tables from driftwood they find on the beach.

Rewrite: _____

5. Over the roof and into the garden.

Rewrite: _____

6. Raúl completed a culinary arts program, and now he a well-known chef.

Rewrite: _____

7. Chess, which is a difficult game to play.

Rewrite: _____

8. Whenever Dolly starts to yodel.

Rewrite: _____

Practice 8

Proofread the paragraph for fragments. Circle the number of every fragment, and then write your corrections above the lines.

(1) The Special Olympics is an international program. (2) That is held for mentally retarded children and adults. (3) Special Olympics athletes train and compete in regular sports. (4) Which include floor hockey, skiing, soccer, swimming, speed skating, and tennis. (5) The Special Olympics winter and summer international games are held every other year. (6) Although 150 countries participate in the world games. (7) Special Olympics are also held yearly at local and state levels. (8) Altogether, more than a million athletes participate. (9) Whereas Special Olympics competitors may not swim as fast or jump as high as Olympics stars. (10) They are very eager to do their best. (11) Their courage and accomplishments inspire everyone. (12) And change these athletes' lives forever.

Practice 9 Writing Assignment

Working in a small group, choose one of the sentences below that could begin a short story.

1. As soon as Sean replaced the receiver, he knew he had to take action.
2. Suddenly, the bright blue sky turned dark.
3. No matter where she looked, Elena could not find her diary.

Next, each person in the group should write his or her own short story, starting with that sentence. First decide what type of story yours will be—science fiction, romance, action, comedy, murder mystery, and so on; perhaps each person will choose a different type. It may help you to imagine the story later becoming a TV show. As you write, be careful to avoid fragments, making sure each thought has a subject and a complete verb—and expresses a complete thought.

Then exchange papers, checking each other's work for fragments. If time permits, read the papers aloud to the group. Are you surprised by the different ways in which that first sentence was developed?



Chapter Highlights

A sentence fragment is an error because it lacks

- **a subject:** Was buying a gold ring. (*incorrect*)
Diamond Jim was buying a gold ring. (*correct*)
- **a verb:** The basketball game Friday at noon. (*incorrect*)
The basketball game *was played* Friday at noon. (*correct*)
- **a complete thought:** While Teresa was swimming. (*incorrect*)
While Teresa was swimming, she lost a contact lens. (*correct*)

The woman who bought your car. (*incorrect*)
The woman who bought your car is walking down the highway. (*correct*)

Chapter Review

Circle the number of each fragment. Correct it in any way that makes sense, changing it into a separate idea or adding it to another sentence.

- A. (1) Steel drums wonderful and unusual musical instruments. (2) Steel bands use them to perform calypso, jazz, and popular music. (3) And even classical symphonies. (4) Steel drums were invented in Trinidad. (5) Where they were made from the ends of discarded oil drums. (6) That had been left by the British navy. (7) Although the first steel drums produced only rhythm. (8) Now they can be tuned to play up to five octaves. (9) Steel orchestras produce music. (10) That surrounds and delights listeners without the use of amplifiers. (11) The worldwide popularity of steel drums has been increasing steadily. (12) The Trinidad All Steel Percussion Orchestra was a smash hit. (13) When it first

performed in England a number of years ago. (14) Recently, the Northern Illinois University Steel Band has been thrilling audiences from the United States to Taiwan.

B. (1) In 1986, people in the Ganges Delta of India began wearing masks to protect themselves from Bengal tigers. (2) These deadly tigers protected in the region. (3) Killing up to sixty people a year. (4) Someone noticed. (5) That the big cat attacked only from behind. (6) Workers put face masks on the back of their heads. (7) The inexpensive rubber masks showed a pale-faced human with a thin mustache. (8) The results excellent. (9) The confused animals thought the masks were real faces and did not attack.

C. (1) Braille, which is a system of reading and writing now used by blind people all over the world. (2) Was invented by a fifteen-year-old French boy. (3) In 1824, when Louis Braille entered a school for the blind in Paris. (4) He found that the library had only fourteen books for the blind. (5) These books used a system that he and the other blind students found hard to use. (6) Most of them just gave up. (7) Louis Braille devoted himself to finding a better way. (8) Working with the French army method called night-writing. (9) He came up with a new system in 1829. (10) Although his classmates liked and used Braille. (11) It not widely accepted in England and the United States for another hundred years.

D. (1) Not all employers have a problem with employees who sleep on the job. (2) In fact, when workers get that after-lunch draggy feeling. (3) Some employers encourage them to nap. (4) Sleep researchers believe that people have a natural tendency to fall asleep. (5) During the afternoon. (6) Short naps energize workers. (7) And improve both safety and performance. (8) Of course, nappers always have found ways to catch a few winks. (9) They snooze at (or under) desks and in cars, closets, cafeterias, meeting rooms, and bathroom stalls. (10) Now, however, more and more companies providing "relaxation rooms" and "nap nooks." (11) Camille and Bill Anthony, authors of *The Art of Napping at Work*, are even promoting a new holiday, National Workplace Napping Day. (12) Because it falls on the Monday after the end of daylight-saving time. (13) Employees can make up the lost hour of sleep by napping at work. (14) To learn more, read the Anthonys' book. (15) Which includes chapters on napping places, napping policies, and the future of workplace napping!

CHAPTER 11

Present Tense (Agreement)

PART A *Defining Agreement*

PART B *Troublesome Verb in the
Present Tense: TO BE*

PART C *Troublesome Verb in the
Present Tense: TO HAVE*

PART D *Troublesome Verb in the
Present Tense: TO DO
(+ NOT)*

PART E *Changing Subjects to
Pronouns*

PART F *Practice in Agreement*

PART G *Special Problems in
Agreement*

PART A

Defining Agreement

A subject and a present tense verb *agree* if you use the correct form of the verb with each subject. The chart on the following page shows which form of the verb to use for each kind of pronoun subject (we discuss other kinds of subjects later).

Verbs in the Present Tense*(example verb: to write)*

Singular		Plural	
If the subject is	the verb is	If the subject is	the verb is
	↓		↓
1st person: I	write	1st person: we	write
2nd person: you	write	2nd person: you	write
he 3rd person: she it	} writes	3rd person: they	write

Practice 1

Fill in the correct present tense form of the verb.

- | | |
|------------------------------|------------------------|
| 1. You <i>ask</i> questions. | 1. He _____ questions. |
| 2. They <i>decide</i> . | 2. She _____. |
| 3. I <i>remember</i> . | 3. He _____. |
| 4. They <i>wear</i> glasses. | 4. She _____ glasses. |
| 5. We <i>hope</i> so. | 5. He _____ so. |
| 6. I <i>laugh</i> often. | 6. She _____ often. |
| 7. We <i>study</i> daily. | 7. He _____ daily. |
| 8. He <i>amazes</i> me. | 8. It _____ me. |

Add -s or -es to a verb in the present tense only when the subject is *third person singular* (he, she, it).**Third Person Singular**

If the subject is the verb in the present tense must take an -s or -es.

he	_____	wins
she	_____	promises
it	_____	wishes

Practice 2

Write the correct form of the verb in the space to the right of the pronoun subject.

EXAMPLE:

to see

I _____ *see*they _____ *see*she _____ *sees*

to find	to ask	to go
he _____	I _____	it _____
they _____	she _____	you _____
you _____	he _____	we _____
to rest	to hold	to select
I _____	it _____	she _____
they _____	we _____	he _____
she _____	you _____	I _____

Practice 3

First, underline the subject (always a pronoun) in each sentence below. Then circle the correct verb form. REMEMBER: If the subject of the sentence is *he*, *she*, or *it* (third person singular), the verb must end in *-s* or *-es* to agree with the subject.

1. According to Deborah Tannen, author of the book *You Just Don't Understand*, we sometimes (fail, fails) to understand how men and women communicate.
2. They often (differ, differs) in predictable ways.
3. In the book, she (describe, describes) the following argument between a husband and wife.
4. For the third time in twenty minutes, they (drive, drives) through the same neighborhood.
5. She (press, presses) him to stop and ask for directions.
6. He (insist, insists) on finding the way himself.
7. In the twilight, they (struggle, struggles) to read street signs.
8. To the woman, it (make, makes) no sense not to get help.
9. She (remind, reminds) him about their tardiness.
10. He (keep, keeps) driving.
11. According to Tannen, they (represent, represents) common male-female differences.
12. Like many other men, he (feel, feels) strong when finding his own way but weak when asking for help.
13. Like many women in this situation, she (misunderstand, misunderstands) his need for independence.
14. She just (get, gets) angry or (criticize, criticizes) him.

15. Stereotypes or truth? You (decide, decides) for yourself about the accuracy of Tannen's analysis.

PART B

Troublesome Verb in the Present Tense: TO BE

A few present tense verbs are formed in special ways. The most common of these verbs is *to be*.

Reference Chart: TO BE (present tense)

Singular		Plural	
If the subject is	the verb is	If the subject is	the verb is
↓	↓	↓	↓
1st person: I	am	1st person: we	are
2nd person: you	are	2nd person: you	are
he 3rd person: she it	is	3rd person: they	are

The chart also can be read like this:

Pronoun	Verb
I	am
you	are
we	
they	
he	is
she	
it	

Practice 4

Use the charts to fill in the present tense form of *to be* that agrees with the subject.

- She _____ *is* a member of the Olympic softball team.
- We _____ both carpenters, but he _____ more skilled than I.
- We _____ sorry about your accident; you _____ certainly unlucky with rollerblades.
- They _____ salmon fishermen.
- He _____ a drummer in the firefighters' band.
- I _____ a secret jazz singer.

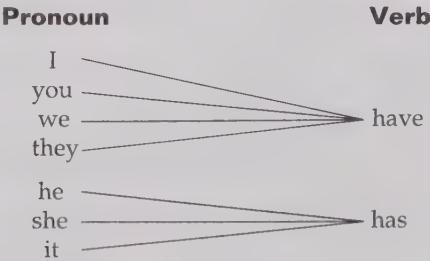
7. Because she _____ a native of Morocco, she _____ able to speak both Arabic and French.
8. I _____ too nervous to sleep because we _____ having an accounting exam tomorrow.
9. So you _____ the one we have heard so much about!
10. It _____ freezing outside, but she _____ opening all the windows.
11. Of course we _____ excited about the rodeo.
12. Try this seafood soup; it _____ delicious.
13. They _____ interpreters at the United Nations.
14. I _____ sure that she _____ a marine biologist.
15. If it _____ sunny tomorrow, we _____ going hot air ballooning.

PART C

Troublesome Verb in the Present Tense:
TO HAVE

Reference Chart: TO HAVE (present tense)			
Singular		Plural	
If the subject is	the verb is	If the subject is	the verb is
↓	↓	↓	↓
1st person: I	have	1st person: we	have
2nd person: you	have	2nd person: you	have
he	} has	3rd person: they	have
3rd person: she			
it			

The chart also can be read like this:



Practice 5

Fill in the present tense form of *to have* that agrees with the subject. Use the charts.

1. He _____ a cabin on Lake Superior.
2. You _____ a wonderful sense of style.
3. We _____ to taste these pickled mushrooms.
4. It _____ to be spring because the cherry trees _____ pink blossoms.
5. She _____ the questions, and he _____ the answers.
6. You _____ a suspicious look on your face, and I _____ to know why.
7. They _____ plans to build a fence, but we _____ plans to relax.
8. You _____ one ruby earring, and she _____ the other.
9. It _____ to be repaired, and I _____ just the person to do it for you.
10. If you _____ \$50, they _____ an offer you can't refuse.

PART D

Troublesome Verb in the Present Tense: **TO DO (+ NOT)**

Reference Chart: TO DO (present tense)

Singular		Plural	
If the subject is	the verb is	If the subject is	the verb is
↓	↓	↓	↓
1st person: I	do	1st person: we	do
2nd person: you	do	2nd person: you	do
he 3rd person: she it	} does	3rd person: they	do

The chart also can be read like this:

Pronoun	Verb
I	do
you	
we	
they	
he	does
she	
it	

Practice 6

Use the charts to fill in the correct present tense form of *to do*.

1. She always _____ well in math courses.
2. I always _____ badly under pressure.
3. It _____ matter if you forget to vote.
4. They most certainly _____ sell muscle shirts.
5. You _____ the nicest things for people!
6. If you _____ the dishes, I'll _____ the laundry.
7. He _____ seem sorry about forgetting your dog's birthday.
8. You sometimes _____ surprise me.
9. _____ they dance the tarantella?
10. _____ she want to be a welder?

To Do + Not

Once you know how to use *do* and *does*, you are ready for *don't* and *doesn't*.

do + not = don't
does + not = doesn't

Practice 7

In the Positive columns, fill in the correct form of *to do* (*do* or *does*) to agree with the pronoun. In the Negative columns, fill in the correct form of *to do* with the negative *not* (*don't* or *doesn't*).

Pronoun	Positive	Negative
1. he	_____	_____
2. we	_____	_____
3. I	_____	_____
4. they	_____	_____
5. she	_____	_____
6. they	_____	_____
7. it	_____	_____
8. you	_____	_____

Practice 8

Fill in either *doesn't* or *don't* in each blank.

1. If they _____ turn down that music, I'm going to scream.
2. It just _____ make sense.

3. You _____ have to reply in writing.
4. He _____ always lock his door at night.
5. We _____ mind the rain.
6. If she _____ stop calling collect, I _____ want to talk to her.
7. He _____ know the whole truth, and they _____ want to know.
8. They _____ want to miss *Larry King Live* tonight.
9. Although you _____ like biking five miles a day to work, it _____ do your health any harm.
10. When I _____ try, I _____ succeed.

Practice 9 Review

As you read this paragraph, fill in the correct present tense form of *be*, *have*, or *do* in each sentence. Make sure all your verbs agree with their subjects.

(1) He _____ the expertise of a James Bond or an Indiana Jones, but he _____ the real thing, not a movie hero performing fantasy stunts. (2) Right now, he _____ calm, even though he _____ ready to leap from the open door of a Navy aircraft. (3) On his back he _____ an oversized parachute capable of supporting both him and the extra hundred pounds of special equipment packed in his combat vest. (4) When he _____ hit the water, he _____ ready to face the real challenge: finding and defusing a bomb sixty feet under rough, murky seas. (5) He _____ a mission and a very tight time frame, and he _____ not want to let the enemy know he _____ there. (6) Swimming underwater in special scuba gear, he _____ not release any air bubbles to mark the water's surface. (7) Working in semidarkness, performing dangerous technical tasks, he quickly _____ the job. (8) However, unlike media heroes, he _____ n't work alone. (9) He _____ a member of a highly trained team of Navy SEALs. (10) Among the most respected special forces in the world, they _____ commando divers ready for hazardous duty on sea, air, and land.

PART E**Changing Subjects to Pronouns**

So far, you have worked on pronouns as subjects (*I, you, he, she, it, we, they*) and on how to make verbs agree with them. Often, however, the subject of a sentence is not a pronoun but a noun—like *dog, banjo, Ms. Callas, José and Robert, swimming* (as in *Swimming keeps me fit*).

To be sure that your verb agrees with your subject, *mentally* change the subject into a pronoun, and then select the correct form of the verb.

If the subject is	it can be changed to the pronoun
1. the speaker himself or herself	→ I
2. masculine and singular (<i>Bill, one man</i>)	→ he
3. feminine and singular (<i>Sondra, a woman</i>)	→ she
4. neither masculine nor feminine and singular (a thing or an action) (<i>this pen, love, running</i>)	→ it
5. a group that includes the speaker (I) (<i>the family and I</i>)	→ we
6. a group of persons or things not including the speaker (<i>Jake and Wanda, several pens</i>)	→ they
7. the person or persons spoken to	→ you

Practice 10

Change the subjects into pronouns. REMEMBER: If you add *I* to a group of people, the correct pronoun for the whole group is *we*; if you add *you* to a group, the correct pronoun for the whole group is *you*.

Possible Subject	Pronoun
EXAMPLE: Frank	he
1. a huge moose	_____
2. a calculator and a checkbook	_____
3. Sheila	_____
4. my buddies and I	_____
5. you and the other actors	_____
6. the silk scarf	_____
7. Frank and Ted	_____
8. her son	_____

9. their power drill _____

10. scuba diving _____

Practice 11 Review

Change each subject into a pronoun. Then circle the present tense verb that agrees with that subject. (Use the reference chart if you need to.)

EXAMPLES: Harry = heHarry (whistle, whistles).Sam and I = weSam and I (walk, walks).

1. Camilla = _____

1. Camilla (own, owns) a horse farm.

2. Their concert = _____

2. Their concert (is, are) sold out.

3. You and Ron = _____

3. You and Ron (seem, seems) exhausted.

4. The men and I = _____

4. The men and I (repair, repairs) potholes.

5. This blender = _____

5. This blender (grate, grates) cheese.

6. This beach = _____

6. This beach (is, are) deserted.

7. Our printer = _____

7. Our printer (jam, jams) too often.

8. Folk dancing = _____

8. Folk dancing (is, are) our current passion.

9. The museum and garden = _____

9. The museum and garden (is, are) open.

10. Aunt Lil and I = _____

10. Aunt Lil and I (like, likes) Swedish massages.

PART F*Practice in Agreement***Practice 12 Review**

Circle the correct verb in each sentence, making sure it agrees with its subject.

Not Exactly Rocky Road

(1) Ben Cohen and Jerry Greenfield (is, are) famous. (2) Yet most people (do, does) not even know their last names. (3) Their friendly, unkempt faces (stares,

stare) at us every time we (tear, tears) the top from a pint of their sherbet or frozen yogurt. (4) Their ice cream business (run, runs) in a rather unusual way. (5) Of course, the company (has, have) to make a profit. (6) However, Ben and Jerry also (believe, believes) in having fun and in giving back to the community.

(7) One important goal (is, are) to make the factory in Vermont an enjoyable place to work. (8) Ben (call, calls) himself the firm's Minister of Joy. (9) He (lead, leads) a Joy Gang consisting of six employees. (10) Ben and this unusual group (roam, roams) the factory, acting goofy and making the daily grind more fun. (11) Urged on by the Joy Gang, employees (celebrate, celebrates) such little-known holidays as National Clash-Dressing Day. (12) On Clash Day, the company (award, awards) prizes like glow-in-the-dark rubber lobsters to the worker wearing the ugliest outfit. (13) The Joy Gang also (sponsor, sponsors) monthly events like delicious Italian dinners served to workers on the night shift.

(14) On a more serious note, the company (give, gives) each worker fifty hours off a year to volunteer in community programs. (15) For this time, the worker (receive, receives) full pay. (16) A loan fund (offer, offers) money to help employees start socially responsible businesses. (17) Other benefits (include, includes) profit sharing, maternity and paternity leave, free massages, and three pints of ice cream a day.

(18) Ben and Jerry (admit, admits) that they are not great managers. (19) A new, more traditional manager now (handle, handles) the business. (20) In fact, Unilever, a consumer-products giant, now (own, owns) the company. (21) As the original founders, however, Ben and Jerry still (love, loves) their jobs. (22) Every day, they (roar, roars) to work on their Harley-Davidsons.

Practice 13 Review

In each blank, write the *present tense* form of one of the verbs from this list. Your sentences can be funny; just make sure that each verb agrees with each subject.

talk	punch	tickle	drink
kiss	arrive	sing	dance

(1) Many famous people _____ at the party. (2) Tiger Woods _____ a baby. (3) Madonna and I _____ near the punchbowl, not far from the Vice President, who _____ with a small poodle. (4) Several rock stars _____ in one corner

of the room. (5) Then Eddie Murphy _____, and everybody goes home.

Practice 14 Review

The sentences that follow have singular subjects and verbs. To gain skill in verb agreement, rewrite each sentence, changing the subject from *singular* to *plural*. Then make sure the verb agrees with the new subject. Keep all verbs in the present tense.

EXAMPLE: The train stops at Cold Spring.

Rewrite: The trains stop at Cold Spring.

1. The movie ticket costs too much.

Rewrite: _____

2. The pipeline carries oil from Alaska.

Rewrite: _____

3. A white horse grazes by the fence.

Rewrite: _____

4. My brother knows American Sign Language.

Rewrite: _____

5. The family needs good health insurance.

Rewrite: _____

6. The backup singer wears green contact lenses.

Rewrite: _____

7. My niece wants an iguana.

Rewrite: _____

8. A wave laps softly against the dock.

Rewrite: _____

Practice 15 Review

The sentences that follow have plural subjects and verbs. Rewrite each sentence, changing the subject from *plural* to *singular*. Then make sure the verb agrees with the new subject. Keep all verbs in the present tense.

1. My cousins raise sheep.

Rewrite: _____

2. The engines roar loudly.

Rewrite: _____

3. The students manage money wisely.

Rewrite: _____

4. The inmates watch *America's Most Wanted*.

Rewrite: _____

5. Overhead, seagulls ride on the wind.

Rewrite: _____

6. Good card players know when to bluff.

Rewrite: _____

7. On Saturday, the pharmacists stay late.

Rewrite: _____

8. The jewels from Bangkok are on display.

Rewrite: _____

Practice 16 Review

Rewrite this paragraph in the present tense by changing the verbs.

(1) Every day, a father whacked golf balls into a net in the family garage. (2) Every day, a six-month-old in a highchair watched his father intently. (3) When the baby started to walk, his parents gave him a short putter, which he dragged around. (4) When he was nine months old, he carefully picked up the putter. (5) He did an exact imitation of his father's little waggle, swung, and sent a ball perfectly into the net. (6) Thunderstruck, the father and mother realized that they had a genius. (7) From the age of eighteen months, the toddler practiced his pitch and putt strokes on a golf course. (8) At age three, Tiger Woods exclaimed on a TV show that he wanted to beat Jack Nicklaus some day. (9) He did that at age twenty-one, winning the Masters with the lowest score in tournament history. (10) At age twenty-four, he shattered U.S. Open records by a twelve under par and a fifteen-stroke victory, and he tied Nicklaus' record of the lowest score ever in a U.S. Open.

[illegible]

PART G*Special Problems in Agreement*

So far, you have learned that if the subject of a sentence is third person singular (*he, she, it*) or a word that can be changed into *he, she, or it*, the verb takes -s or -es in the present tense.

In special cases, however, you will need to know more before you can make your verb agree with your subject.

Focusing on the Subject

(1) A box of chocolates sits on the table.

- What sits on the table?
- Don't be confused by the prepositional phrase before the verb—*of chocolates*.
- Just one *box* sits on the table.
- *A box* is the subject. *A box* takes the third person singular verb—*sits*.

A box (of chocolates) sits on the table.

↓	↓
subject (singular)	verb (singular)

(2) The children in the park play for hours.

- Who play for hours?
- Don't be confused by the prepositional phrase before the verb—*in the park*.
- *The children* play for hours.
- *The children* is the subject. *The children* takes the third person plural verb—*play*.

The children (in the park) play for hours.

↓	↓
subject (plural)	verb (plural)

(3) The purpose of the exercises is to improve your spelling.

- What is to improve your spelling?
- Don't be confused by the prepositional phrase before the verb—*of the exercises*.
- *The purpose* is to improve your spelling.
- *The purpose* is the subject. *The purpose* takes the third person singular verb—*is*.

The purpose (of the exercises) is to improve your spelling.

↓	↓
subject (singular)	verb (singular)

As you can see from these examples, sometimes what seems to be the subject is really not the subject. Prepositional phrases (groups of words beginning with *of*, *in*, *at*, and so on) *cannot* contain the subject of a sentence. One way to find the subject of a sentence that contains a prepositional phrase is to ask yourself *what makes sense as the subject*.

My friends from the old neighborhood often $\left. \begin{array}{l} \text{visits} \\ \text{visit} \end{array} \right\}$ me.

- Which makes sense as the subject of the sentence: *my friends* or *the old neighborhood*?

(a) My friends . . . visit me.

(b) The old neighborhood . . . visits me.

- Obviously, sentence (a) makes sense; it clearly expresses the intention of the writer.

Practice 17

Now try these sentences. Cross out any confusing prepositional phrases, and circle the correct verb.

1. The blue jays in my yard (squawk, squawks) loudly.
2. The traffic lights along Clark Street (blink, blinks) to a salsa beat.
3. The price of the repairs (seem, seems) high.
4. His popularity with teenagers (amaze, amazes) me.
5. The coffee stains on his résumé (show, shows) his carelessness.
6. The secret to success (is, are) often persistence.
7. The cause of many illnesses (is, are) poor diet.
8. The polar bear in the zoo (miss, misses) the Arctic.
9. My cousins from Kenya (run, runs) in marathons.
10. The laboratories on the fifth floor (has, have) new equipment.

Spotting Special Singular Subjects

$\left. \begin{array}{l} \text{Either of the students} \\ \text{Neither of the students} \\ \text{Each of the students} \\ \text{One of the students} \\ \text{Every one of the students} \end{array} \right\}$ seems happy.

- *Either*, *neither*, *each*, *one*, and *every one* are the real subjects of these sentences.
- *Either*, *neither*, *each*, *one*, and *every one* are special singular subjects. They always take a singular verb.
- REMEMBER: The subject is never part of a prepositional phrase, so *the students* cannot be the subject.

Practice 18

Circle the correct verb.

1. One of the forks (is, are) missing.
2. Each of my brothers (wear, wears) cinnamon after-shave lotion.
3. Each of us (carry, carries) a snakebite kit.
4. Neither of those excuses (sound, sounds) believable.
5. One of the taxi drivers (see, sees) us.
6. Either of the watches (cost, costs) about \$30.
7. Neither of those cities (is, are) the capital of Brazil.
8. One of the butlers (commit, commits) the crime, but which one?
9. One of the desserts in front of you (do, does) not contain sugar.
10. Each of the cars (have, has) a CD player.

Practice 19

On separate paper, write five sentences using the special singular subjects. Make sure your sentences are in the present tense.

Using THERE to Begin a Sentence

- (1) *There is a squirrel in the yard.*
- (2) *There are two squirrels in the yard.*

- Although sentences sometimes begin with *there*, *there* cannot be the subject of a sentence.
- Usually, the subject *follows* the verb in sentences that begin with *there*.

To find the real subject (so you will know how to make the verb agree), mentally drop the *there* and rearrange the sentence to put the subject at the beginning.

(1) There is a squirrel in the yard.

\downarrow
A squirrel
 \downarrow
 subject
 (singular)

becomes
 \downarrow
is in the yard.
 \downarrow
 verb
 (singular)

(2) There are two squirrels in the yard.

Two squirrels are in the yard.

↓ ↓

subject verb

(plural) (plural)

BE CAREFUL: Good writers avoid using *there* to begin a sentence. Whenever possible, they write more directly: *Two squirrels are in the yard.*

Practice 20

In each sentence, mentally drop the *there* and rearrange the sentence to put the subject at the beginning. Then circle the verb that agrees with the subject of the sentence.

1. There (is, are) a daycare center on campus.
2. There (is, are) a scarecrow near the barn.
3. There (is, are) two scarecrows near the barn.
4. There (is, are) one good reason to quit this job—my supervisor.
5. There (is, are) six customers ahead of you.
6. There (is, are) a water fountain in the lounge.
7. There (is, are) a house and a barn in the wheat field.
8. There (is, are) only two shopping days left before my birthday.
9. There (is, are) thousands of plant species in the rain forest.
10. There (is, are) a single blue egg in the nest over the kitchen door.

Practice 21

On a separate sheet of paper, rewrite each sentence in Practice 1 so that it does not begin with *there is* or *there are*. (You may add or change a word or two if you like.) Sentences (1) and (2) are done for you.

- EXAMPLES:**
1. A daycare center *is* on campus.
 2. A scarecrow *hangs* near the barn.

Choosing the Correct Verb in Questions

- (1) Where is Bob?
- (2) Where are Bob and Lee?
- (3) Why are they singing?
- (4) Have you painted the hall yet?

- In questions, the subject usually *follows* the verb.
- In sentence (1), the subject is *Bob*. *Bob* takes the third person singular verb *is*.
- In sentence (2), the subject is *Bob and Lee*. *Bob and Lee* takes the third person plural verb *are*.
- What is the subject in sentence (3)? _____ What verb does it take? _____
- What is the subject in sentence (4)? _____ What verb does it take? _____

If you can't find the subject, mentally turn the question around:

- (1) Bob is . . .
- (2) Bob and Lee are . . .

Practice 22

Circle the correct verb.

1. Where (is, are) my leather bomber jacket?
2. (Have, Has) our waiter gone to lunch?
3. How (is, are) your children enjoying summer camp?
4. Who (is, are) those people on the fire escape?
5. Which (is, are) your day off?
6. Why (do, does) she want to buy another tractor?
7. (Have, Has) you considered taking a cruise next year?
8. Where (is, are) Don's income tax forms?
9. (Have, Has) the groundhog raided the zucchini patch today?
10. Well, what (do, does) you know about that?

Practice 23

On separate paper, write five questions of your own. Make sure that your questions are in the present tense and that the verbs agree with the subjects.

Using WHO, WHICH, and THAT as Relative Pronouns

When you use a relative pronoun—*who*, *which*, or *that*—to introduce a dependent idea, make sure you choose the correct verb.*

(1) I know a woman *who* plays expert chess.

- Sentence (1) uses the singular verb *plays* because *who* relates or refers to *a woman* (singular).

(2) Suede coats, *which* stain easily, should not be worn in the rain.

- Sentence (2) uses the plural verb *stain* because *which* relates to the subject *suede coats* (plural).

(3) Computers *that* talk make me nervous.

- Sentence (3) uses the plural verb *talk* because *that* relates to what word?

Practice 24

Write the word that the *who*, *which*, or *that* relates or refers to in the blank at the right; then circle the correct form of the verb.

EXAMPLE: I like people who (is, are) creative.

people

1. My office has a robot that (fetch, fetches) the mail.
2. Never buy food in cans that (have, has) dented containers.
3. My husband, who (take, takes) marvelous photographs, won the Nikon Prize.
4. He likes women who (is, are) very ambitious.
5. The old house, which (sit, sits) on a cliff above the sea, is called Balston Heights.
6. Students who (love, loves) to read usually write well.
7. I like a person who (think, thinks) for himself or herself.
8. The only airline that (fly, flies) to Charlottesville is booked solid.
9. People who (live, lives) in glass houses should invest in blinds.
10. Most students want jobs that (challenge, challenges) them.

Practice 25 Review

Proofread the following paragraph for a variety of verb agreement errors. First underline all present tense verbs. Then correct any errors above the lines.

(1) Many people who love exciting theater and talented actors admires Anna Deveare Smith. (2) She is well known for her thought-provoking one-woman shows. (3) Many of these dramas explores social conflicts in America and use just one actor. (4) Often, Smith herself brilliantly plays the roles of many different characters. (5) For example, one play, *Twilight: Los Angeles, 1992*, examine the Los Angeles riots and the beatings of Rodney King and Reginald Denny. (6)

Amazingly, Smith, who is African-American, bring to life all the people involved: white people, black people, Korean shopkeepers, angry rioters, and frightened citizens. (7) Through Smith, theatergoers understand a moment in history from many points of view. (8) How do she achieve this? (9) Once a shy and withdrawn child, Anna Deveare Smith now works to open her mind and heart to the experiences of others. (10) She believes that both successful acting and successful democracy requires us to grow in tolerance. (11) Besides writing plays, this talented woman appears occasionally in Hollywood films and teaches drama at Stanford University in Palo Alto, California.

Practice 26 Writing Assignment

In a group of three or four classmates, choose an area of the building or campus that contains some interesting action—the hallway, the cafeteria, or a playing field. Go there now and observe what you see, recording details and using verbs in the present tense. Choose as many good action verbs as you can. Keep observing and writing for ten minutes. Then head back to the classroom and write a first draft of a paragraph.

Next, exchange papers within your group. The reader should underline every verb, checking for verb agreement, and tell the writer what he or she liked about the writing and what could be improved.



Chapter Highlights

- **A subject and a present tense verb must agree:**
 - The light flickers. (*singular subject, singular verb*)
 - The lights flicker. (*plural subject, plural verb*)
- **Only third person singular subjects (*he, she, it*) take verbs ending in *-s* or *-es*.**
- **Three troublesome present tense verbs are *to be*, *to have*, and *to do*.**
- **When a prepositional phrase comes between a subject and a verb, the verb must agree with the subject.**
 - The *chairs* on the porch *are* painted white.
- **The subjects *either*, *neither*, *each*, *one*, and *every one* are always singular.**
 - Neither* of the mechanics *repairs* transmissions.
- **In a sentence beginning with *there is* or *there are*, the subject follows the verb.**
 - There are three *oysters* on your plate.
- **In questions, the subject usually follows the verb.**
 - Where are *Kimi and Fred*?
- **Relative pronouns (*who*, *which*, and *that*) refer to the word with which the verb must agree.**
 - A woman *who* has children must manage time skillfully.

Chapter Review

Proofread this essay carefully for verb agreement. First, underline all present tense verbs. Then correct each verb agreement error.

Making Relationships Work

(1) Our partners sometimes cause us pain. (2) They criticize us, make unfair demands, and rejects us. (3) If one of these behaviors happen occasionally, we generally ignore it. (4) When it occurs often, we seek explanations for it.

(5) We usually blame our partner for these problems. (6) He is selfish, unfair, or inconsiderate. (7) She is immature, insecure, or depressed. (8) The hurtful behavior are a result of their poor communication skills or fear of expressing love.

(9) When we finishes our analyses, we want to share our conclusions with our partners. (10) We expect them to change after they finds out about all the things that is wrong with them. (11) To our surprise, our partners defend themselves. (12) Even worse, they tell us what is wrong with *us*. (13) Then each of us say things that are even more painful to the other. (14) Neither of us feel better. (15) Why does things go from bad to worse like that?

(16) The points in this essay comes from the book *Reconcilable Differences* by Andrew Christensen and Neil Jacobson. (17) These authors explore conflicts in relationships. (18) They stress that no person is like anyone else. (19) There is always differences. (20) However, differences are not defects. (21) Differences needs to be understood. (22) Once they are understood, they are much easier to accept. (23) Amazingly enough, change often happen by itself when people feel understood and accepted.

CHAPTER 12

Past Tense

PART A *Regular Verbs in the Past Tense*

PART B *Irregular Verbs in the Past Tense*

PART C *Troublesome Verb in the Past Tense: TO BE*

PART D *Review*

PART A

Regular Verbs in the Past Tense

Verbs in the past tense express actions that occurred in the past. The italicized words in the following sentences are verbs in the past tense.

- (1) They *noticed* a dent in the fender.
- (2) She *played* the guitar very well.
- (3) For years I *studied* yoga.

- What ending do all these verbs take? _____
- In general, what ending do you add to put a verb in the past tense?

- Verbs that add *-d* or *-ed* to form the past tense are called *regular verbs*.

Practice 1

Some of the verbs in these sentences are in the present tense; others are in the past tense. Circle the verb in each sentence. Write *present* in the column at the right if the verb is in the present tense; write *past* if the verb is in the past tense.

1. Ricardo stroked his beard. _____
2. Light travels 186,000 miles in a second. _____

As you can see from this exercise, many verbs form the past tense by adding either *-d* or *-ed*.

Furthermore, in the past tense, agreement is not a problem, except for the verb *to be*. This is because verbs in the past tense have only one form, no matter what the subject is.

Practice 3

The verbs have been omitted from this paragraph. Choose verbs from the list below, and write a past tense form in each blank space. Do not use any of the verbs twice.

approach	wink	shriek	stay
rustle	cry	leap	cook
move	burn	chase	help
camp	arrive	climb	laugh

(1) Last December, Tom and I _____ overnight in Everglades National Park. (2) We _____ at sunset and _____ eggs and beans over a campfire. (3) Suddenly, the dry grass near us _____, and a very large alligator _____. (4) We _____ and _____ into the van, where we _____ all night.

Practice 4

Fill in the past tense of each verb.

- In 1923, Luis Angel Firpo _____ (challenge) Jack Dempsey.
- Firpo _____ (want) to be the new heavyweight champion of the world.
- The two boxers _____ (battle) in the fiercest title bout ever.
- Excitement _____ (fill) the air as 85,000 fans _____ (crowd) into New York City's Polo Grounds.
- Scalpers _____ (charge) as much as \$150 for a ticket.
- From the opening bell, the fighters _____ (slug) it out.
- Dempsey _____ (knock) Firpo down seven times and _____ (close) in to end the fight.
- To everyone's surprise, Firpo _____ (unload) a powerful right-hand punch to Dempsey's jaw.
- The champion _____ (sail) through the ropes and out of the ring.
- Only his legs _____ (remain) in view as they _____ (twist) in the air.

11. The dazed Dempsey _____ (stagger) back into the ring and barely _____ (manage) to finish the round.
12. Dempsey _____ (open) the second round by quickly flooring Firpo twice.
13. Then the champ _____ (flatten) Firpo with a left to the jaw.
14. Bleeding, Firpo _____ (try) hard to get up, but he _____ (stiffen) and _____ (pass) out.
15. The whole match _____ (last) just three minutes and fifty-seven seconds.

PART B

Irregular Verbs in the Past Tense

Instead of adding *-d* or *-ed*, some verbs form the past tense in other ways.

- (1) He *threw* a knuckle ball.
- (2) She *gave* him a dollar.
- (3) He *rode* from his farm into the town.

- The italicized words in these sentences are also verbs in the past tense.
- Do these verbs form the past tense by adding *-d* or *-ed*? _____
- *Threw*, *gave*, and *rode* are the past tense of verbs that do not add *-d* or *-ed* to form the past tense.
- Verbs that do not add *-d* or *-ed* to form the past tense are called *irregular verbs*.

A chart listing common irregular verbs follows.

Reference Chart: Irregular Verbs

Simple Form	Past	Simple Form	Past
be	was, were	fall	fell
become	became	feed	fed
begin	began	feel	felt
blow	blew	fight	fought
break	broke	find	found
bring	brought	fly	flew
build	built	forget	forgot
burst	burst	forgive	forgave
buy	bought	freeze	froze
catch	caught	get	got
choose	chose	give	gave
come	came	go	went
cut	cut	grow	grew
dive	dove (dived)	have	had
do	did	hear	heard
draw	drew	hide	hid
drink	drank	hold	held
drive	drove	hurt	hurt
eat	ate	keep	kept

Reference Chart: Irregular Verbs (*continued*)

Simple Form	Past	Simple Form	Past
know	knew	shine	shone (shined)
lay	laid	shrink	shrank (shrunk)
lead	led	sing	sang
leave	left	sit	sat
let	let	sleep	slept
lie	lay	speak	spoke
lose	lost	spend	spent
make	made	spring	sprang
mean	meant	stand	stood
meet	met	steal	stole
pay	paid	strike	struck
put	put	swim	swam
quit	quit	swing	swung
read	read	take	took
ride	rode	teach	taught
ring	rang	tear	tore
rise	rose	tell	told
run	ran	think	thought
say	said	throw	threw
see	saw	understand	understood
seek	sought	wake	woke
sell	sold	wear	wore
send	sent	win	won
set	set	wind	wound
shake	shook	write	wrote

Learn the unfamiliar past tense forms by grouping together verbs that change from present tense to past tense in the same way. For example, some irregular verbs change *ow* in the present to *ew* in the past:

blow	blew	know	knew
grow	grew	throw	threw

Another group changes from *i* in the present to *a* in the past:

begin	began	sing	sang
drink	drank	spring	sprang
ring	rang	swim	swam

As you write, refer to the chart. If you are unsure of the past tense form of a verb that is not in the chart, check a dictionary. For example, if you look up the verb *go* in the dictionary, you will find an entry like this:

go \ went \ gone \ going

The first word listed is used to form the *present* tense of the verb (I *go*, he *goes*, and so on). The second word is the *past* tense (I *went*, he *went*, and so on). The third word is the *past participle* (*gone*), and the last word is the *present participle* (*going*).

Some dictionaries list different forms only for irregular verbs. If no past tense is listed, you know that the verb is regular and that its past tense ends in *-d* or *-ed*.

Practice 5

Use the chart to fill in the correct form of the verb in the past tense.

1. Beryl Markham _____ (grow) up in Kenya, East Africa.
2. As a child, this adventurer _____ (go) hunting with African tribesmen.
3. Once, while a lion attacked her, she _____ (lie) still, thus saving her own life.
4. At age seventeen, she _____ (seek) a license to train horses, becoming the first woman trainer in Kenya.
5. Her friend Tom Black _____ (teach) her how to fly a small plane, the *D. H. Gipsy Moth*.
6. By her late twenties, she _____ (be) a licensed pilot.
7. As Africa's first female bush pilot, Markham regularly _____ (fly) across East Africa, carrying supplies, mail, and passengers.
8. In 1936, she _____ (make) a solo flight across the Atlantic Ocean.
9. Despite poor flying conditions, fatigue, and low fuel, she _____ (keep) her plane in the air for more than twenty hours.
10. Markham _____ (set) a record as the first woman to fly alone nonstop from England to Nova Scotia.
11. In 1942, she _____ (write) *West with the Night*, a book about her thrilling life.
12. Reprinted in 1983, this book _____ (become) a great success.

Practice 6

Use the chart to fill in the correct past tense form of each verb.

- (1) Joe _____ (begin) his job search in an organized way.
- (2) He _____ (think) carefully about his interests and abilities.
- (3) He _____ (spend) time in the library and _____ (read) books like *What Color Is Your Parachute?* and *Job-Hunting on the Internet*.
- (4) He _____ (speak) to people with jobs that _____ (have) special appeal for him.
- (5) After he _____ (understand) his own skills and goals, he _____ (draw) up a straightforward, one-page résumé.
- (6) His clear objectives statement _____ (lay) a strong foundation that

_____ (tell) prospective employers about his job preferences. (7) After listing his educational experience, he _____ (give) his past employment, with his most recent job experience first. (8) Rather than writing a boring description of each job, he _____ (take) the opportunity to briefly explain his own contribution to the company. (9) For references, he _____ (choose) four people who _____ (know) him well. (10) He _____ (send) his résumé to his references and _____ (speak) to each of them about his hopes and dreams. (11) Finally, Joe _____ (feel) ready to answer newspaper ads, search for jobs online, and explore every lead he _____ (get). (12) That night at a family barbecue, however, his Uncle George _____ (come) up to him with the perfect job offer. (13) Hamlet's words _____ (ring) in Joe's head: "The readiness is all." (14) Since the offer _____ (be) a result of his hard work and not dumb luck, Joe _____ (forgive) his uncle with shouts of joy.

Practice 7

Look over the list of irregular verbs on pages 130 and 131. Pick out the ten verbs that give you the most trouble, and list them here.

Simple	Past	Simple	Past
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Now, on a separate sheet of paper, write one paragraph using *all ten* verbs. Your paragraph may be humorous; just make sure your verbs are correct.

PART C*Troublesome Verb in the Past Tense:
TO BE***Reference Chart: TO BE
(past tense)**

Singular		Plural
1st person:	I was	→ we were
2nd person:	you were	→ you were
3rd person:	he } she } was it }	→ they were

- Note that the first and third person singular forms are the same—*was*.

Practice 8

In each sentence, circle the correct past tense of the verb *to be*—either *was* or *were*.

1. Our instructor (was, were) a pilot and skydiver.
2. You always (was, were) a good friend.
3. Georgia O'Keeffe (was, were) a great twentieth-century American painter.
4. Why (was, were) they an hour early for the party?
5. Carlos Santana (was, were) a big Grammy Award winner in 2000.
6. She (was, were) hungry, but they (was, were) famished.
7. The president and the first lady (was, were) both here.
8. I (was, were) seven when my sister (was, were) born.
9. Carmen (was, were) a Republican, but her cousins (was, were) Democrats.
10. Some people say that Greg Louganis (was, were) the world's greatest diver.
11. The bride and groom (was, were) present, but where (was, were) the ring?
12. (Was, Were) you seasick on your new houseboat?
13. Either they (was, were) late, or she (was, were) early.
14. Who (was, were) the woman we saw you with last night?
15. At this time last year, Sarni and I (was, were) in Egypt.

To Be + Not

Be careful of verb agreement if you use the past tense of *to be* with *not* as a contraction.

was + not = wasn't

were + not = weren't

Practice 9

In each sentence, fill in the blank with either *wasn't* or *weren't*.

1. The printer cartridges _____ on sale.
2. That papaya _____ cheap.
3. He _____ happy about the opening of the nuclear power plant.
4. _____ you once an actress?
5. She _____ bored, was she?
6. This fireplace _____ built properly.
7. When I saw I saw Bonnie, she and Charles _____ dating.
8. The parents _____ willing to tolerate drug dealers near the school.
9. That _____ the point!
10. My pet lobster _____ in the aquarium.
11. Three of the paintings _____ on exhibit.
12. That history quiz _____ so bad.
13. He and I liked each other, but we _____ able to agree about anything.
14. I _____ sure that he knew how to swim.
15. Many young couples _____ able to afford homes.

PART D*Review***Practice 10 Review**

Read the following paragraph for meaning. Then write a different past tense verb in every blank.

(1) In 1861, a French naturalist _____ through a dense jungle of Cambodia in Southeast Asia. (2) He _____ to a clearing and _____ across the treetops. (3) He _____ in amazement. (4) Five enormous towers _____ above him. (5) With a pounding heart, he _____ to the most gorgeous temple imaginable. (6) He _____ 250 feet to the top of the highest tower. (7) A huge abandoned city _____ for miles all

around him. (8) Carvings of gods and goddesses _____ the
palaces and monuments. (9) Unlike the ruins of Greece and Rome, every stone in
these buildings _____ in place. (10) Local people
_____ this marvelous lost city Angkor. (11) Five hundred
years before, it had been the largest city in Asia. (12) Then for unknown reasons,
its entire population _____.

Practice 11 Review

Rewrite this paragraph, changing the verbs to the past tense.*

(1) Above the office where I work is a karate studio. (2) Every day as I go
through my files, make out invoices, and write letters, I hear loud shrieks and
crashes from the studio above me. (3) All day long, the walls tremble, the ceiling
shakes, and little pieces of plaster fall like snow onto my desk. (4) Sometimes, the
noise does not bother me; at other times, I wear earplugs. (5) If I am in a very bad
mood, I stand on my desk and pound out reggae rhythms on the ceiling with my
shoe. (6) However, I do appreciate one thing. (7) The job teaches me to concentrate,
no matter what.

Practice 12 Writing Assignment

With three or four classmates, invent a group fairy tale. Take five minutes to
decide on a subject for your story. On a clean sheet of paper, the first student
should write the first sentence—in the past tense, of course. Use vivid action
verbs. Each student should write a sentence in turn until the fairy tale is finished.

Have a group member read your story aloud. As you listen, make sure the
verbs are correct. Should any verbs be replaced with livelier ones?

✓ Chapter Highlights

- Regular verbs add *-d* or *-ed* in the past tense:

We *decided*.

The frog *jumped*.

He *outfoxed* the fox.

- Irregular verbs in the past tense change in irregular ways:

We *took* a marketing course.

Owen *ran* fast.

Jan *brought* pineapples.

- *To be* is the only verb that takes more than one form in the past tense:

I was		we were
you were		you were
he	} was	they were
she		
it		

Chapter Review

Fill in the past tense form of each verb in parentheses. Some verbs are regular; others are irregular.

Scientist and Hero

(1) Marie Curie _____ (lead) a heroic life. (2) Honored as one of the most brilliant scientists of the twentieth century, she also _____ (triumph) over great hardship and loss.

(3) Born in Poland in 1867, Marie Curie _____ (begin) life as the daughter of a poor chemistry professor. (4) While a young woman, she _____ (postpone) her own studies and _____ (finance) her older sister's medical education with the money she _____ (earn) as a governess. (5) Then Curie's turn _____ (come). (6) She _____ (move) to Paris in 1891 and _____ (become) the first woman to enroll in the Sorbonne, the greatest university in France. (7) For three years, she _____ (study) hard and _____ (live) in poverty. (8) Her work _____ (pay) off. (9) The young scholar _____ (graduate) first in her class with a degree in physical

science. (10) One year later, she _____ (complete) another degree, in mathematics.

(11) The eleven years from 1895 to 1906 _____ (be) the happiest of her life. (12) She _____ (marry) Pierre Curie, a well-known scientist. (13) The devoted couple _____ (raise) two daughters and _____ (work) together every day on their research in radiation. (14) In 1898, Madame Curie _____ (find) two new radioactive elements. (15) One _____ (be) radium. (16) The other she _____ (call) polonium, after her native land. (17) In 1903, the Curies _____ (share) the Nobel Prize in physics. (18) When the French Legion of Honor _____ (offer) Pierre Curie membership, he _____ (refuse) it because his wife _____ (be) left out.

(19) A truck _____ (strike) and _____ (kill) Pierre Curie in 1906. (20) This bitter blow _____ (drive) Madame Curie further into her work. (21) She _____ (step) into Pierre Curie's professorship to become the first woman teacher at the Sorbonne. (22) Then, in 1911, she _____ (achieve) a second Nobel Prize, this one in chemistry.

(23) During World War I, the world-famous doctor _____ (risk) her life driving an ambulance and treating soldiers at the battlefield. (24) Later, she _____ (establish) research centers in Paris and Warsaw, _____ (lecture) in many countries, and _____ (continue) her studies. (25) Madame Curie _____ (die) in 1934 of cancer, caused by years of exposure to radioactivity.

CHAPTER 13

The Past Participle in Action

PART A *Defining the Past Participle*

PART B *Past Participles of Regular Verbs*

PART C *Past Participles of Irregular Verbs*

PART D *Using the Present Perfect Tense*

PART E *Using the Past Perfect Tense*

PART F *Using the Passive Voice*

PART G *Using Past Participles as Adjectives*

PART A

Defining the Past Participle

Every verb has one form that can be combined with helping verbs like *has* and *have* to make verbs of more than one word. This form is called the *past participle*.

- (1) She has solved the problem.
- (2) I have solved the problem.
- (3) He had solved the problem already.

- Each of these sentences contains a two-part verb. Circle the first part, or *helping verb*, in each sentence, and write each helping verb in the blanks that follow:

(1) _____

(2) _____

(3) _____

- Underline the second part, or *main verb*, in each sentence. This word, a form of the verb *to solve*, is the same in all three. Write it here: _____
- *Solved* is the past participle of *to solve*.

The past participle never changes, no matter what the subject is, no matter what the helping verb is.

PART B

Past Participles of Regular Verbs

Fill in the past participle in each series below:

Present Tense	Past Tense	Helping Verb + Past Participle
(1) Beth dances.	(1) Beth danced.	(1) Beth has _____.
(2) They decide.	(2) They decided.	(2) They have _____.
(3) He jumps.	(3) He jumped.	(3) He has _____.

- Are the verbs *to dance*, *to decide*, and *to jump* regular or irregular?
_____ How do you know? _____
- What ending does each verb take in the past tense? _____
- Remember that any verb that forms its past tense by adding *-d* or *-ed* is a *regular* verb. What past participle ending does each verb take?

The past participle forms of regular verbs look exactly like the past tense forms. Both end in *-d* or *-ed*.

Practice 1

The first sentence in each of these pairs contains a one-word verb in the past tense. Fill in the past participle of the same verb in the blank in the second sentence.

EXAMPLE: She designed jewelry all her life.

She has _____ *designed* _____ jewelry all her life.

1. Several students worked in the maternity ward.

Several students have _____ in the maternity ward.

2. The pot of soup boiled over.

The pot of soup has _____ over.

3. The chick hatched.

The chick has _____.

4. We congratulated Jorgé.

We have _____ Jorgé.

5. Nelson always studied in the bathtub.

Nelson has always _____ in the bathtub.

6. Many climbers scaled this mountain.

Many climbers have _____ this mountain.

7. The landlord asked for a rent increase.

The landlord has _____ for a rent increase.

8. Sylvia located her long-lost cousin in New Jersey.

Sylvia has _____ her long-lost cousin in New Jersey.

9. The satellite circled Jupiter.

The satellite has _____ Jupiter.

10. They signed petitions to save the seals.

They have _____ petitions to save the seals.

Practice 2

Write the missing two-part verb in each of the following sentences. Use the helping verb *has* or *have* and the past participle of the verb written in parentheses.

EXAMPLE: _____ *Have* you ever _____ *wished* (to wish) for a new name?

- Some of us _____ (to want) new names at one time or another.
- Many famous people _____ (to fulfill) that desire.
- Some _____ (to use) only their first names.
- Madonna Louise Ciccone _____ (to drop) everything but Madonna.
- Cherilyn LaPiere _____ (to shorten) her name to Cher.
- Roseann O'Donnell _____ (to preserve) her last name but is best known as Rosie, the TV talk-show host.

- 7. Other celebrities _____ (to retain) their first names and taken new last names.
- 8. Winona Horowitz _____ (to convert) her last name to Ryder.
- 9. Steveland Judkins _____ (to turn) into Stevie Wonder.
- 10. Still others _____ (to replace) their names altogether.
- 11. For many years, Caryn Johnson _____ (to call) herself Whoopi Goldberg.
- 12. Carlos Irwin Estevez _____ (to transform) himself into Charlie Sheen.
- 13. Annie Mae Bullock _____ (to rename) herself Tina Turner.
- 14. Gordon Matthew Sumner _____ (to change) into Sting.
- 15. What new name would you _____ (to pick) for yourself?

PART C

Past Participles of Irregular Verbs

Present Tense	Past Tense	Helping Verb + Past Participle
(1) He sees.	(1) He saw.	(1) He has seen.
(2) I take vitamins.	(2) I took vitamins.	(2) I have taken vitamins.
(3) We sing.	(3) We sang.	(3) We have sung.

- Are the verbs *to see*, *to take*, and *to sing* regular or irregular? _____
- Like all irregular verbs, *to see*, *to take*, and *to sing* do not add *-d* or *-ed* to show past tense.
- Most irregular verbs in the past tense are also irregular in the past participle—like *seen*, *taken*, and *sung*.
- Remember that past participles must be used with helping verbs.*

Because irregular verbs change their spelling in irregular ways, there are no easy rules to explain these changes. Here is a list of some common irregular verbs.

*For work on incomplete verbs, see Chapter 10, Part B.

Reference Chart: Irregular Verbs

Simple Form	Past	Past Participle
be	was, were	been
become	became	become
begin	began	begun
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burst	burst	burst
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cut	cut	cut
dive	dove (dived)	dived
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	gotten (got)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hold	held	held

Reference Chart: Irregular Verbs (*continued*)

Simple Form	Past	Past Participle
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
let	let	let
lie	lay	lain
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
quit	quit	quit
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone (shined)	shone (shined)
shrink	shrank (shrunk)	shrunk
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
spring	sprang	sprung

Reference Chart: Irregular Verbs (*continued*)

Simple Form	Past	Past Participle
stand	stood	stood
steal	stole	stolen
strike	struck	struck
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke (waked)	woken (waked)
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

You already know many of these past participle forms. One way to learn the unfamiliar ones is to group together verbs that change from the present tense to the past tense to the past participle in the same way. For example, some irregular verbs change from *ow* in the present to *ew* in the past to *own* in the past participle.

bl <u>ow</u>	ble <u>w</u>	blow <u>n</u>
grow <u>ow</u>	gre <u>w</u>	grow <u>n</u>
know <u>ow</u>	kne <u>w</u>	know <u>n</u>
throw <u>ow</u>	thre <u>w</u>	throw <u>n</u>

Another group changes from *i* in the present to *a* in the past to *u* in the past participle:

beg <u>i</u> n	bega <u>n</u>	begu <u>n</u>
drin <u>k</u>	drank	drun <u>k</u>
ring	rang	rung
sing	sang	sung
spring	sprang	sprung
swim	swam	swum

As you write, refer to the chart. If you are unsure of the past participle form of a verb that is not on the chart, check a dictionary. For example, if you look up the verb *see* in the dictionary, you will find an entry like this:

see \ saw \ seen \ seeing

The first word listed is the present tense form of the verb (*I see, she sees*, and so on). The second word listed is the past tense form (*I saw, she saw*, and so on). The third word is the past participle form (*I have seen, she has seen*, and so on), and the last word is the present participle form.

Some dictionaries list different forms only for irregular verbs. If no past tense or past participle form is listed, you know that the verb is regular and that its past participle ends in *-d* or *-ed*.

Practice 3

The first sentence in each pair contains an irregular verb in the past tense. Fill in *has* or *have* plus the past participle of the same verb to complete the second sentence.

EXAMPLE: I ate too much.

I have eaten too much.

1. The river rose over its banks.

The river _____ over its banks.

2. She sold her 1956 Buick.

She _____ her 1956 Buick.

3. For years, we sang in a barbershop quartet.

For years, we _____ in a barbershop quartet.

4. Crime rates fell recently.

Crime rates _____ recently.

5. Ralph gave me a red satin bowling jacket.

Ralph _____ me a red satin bowling jacket.

6. They thought carefully about the problem.

They _____ carefully about the problem.

7. I kept all your love letters.

I _____ all your love letters.

8. The Joneses forgot to confirm the reservation.

The Joneses _____ to confirm the reservation.

9. The pond froze solid.

The pond _____ solid.

10. The children knew about those caves.

The children _____ about those caves.

Practice 4

Now you will be given only the first sentence with its one-word verb in the past tense. Rewrite the entire sentence, changing the verb to a two-word verb: *has* or *have* plus the past participle of the main verb.

EXAMPLE: He took his credit cards with him.

He *has taken* his credit cards with him.

1. They brought their Great Dane to the party.

2. T. J. drove a city bus for two years.

3. She chose a van Gogh poster for the hallway.

4. I saw a white fox near the barn.

5. A tornado tore through the shopping center.

6. Margo became more self-confident.

7. Councilman Gomez ran a fair campaign.

8. The old barn stood there for years.

9. Sam read about the islands of Fiji.

10. Our conversations were very helpful.

Practice 5 Review

For each verb in the chart that follows, fill in the present tense (third person singular form), the past tense, and the past participle. BE CAREFUL: Some of the verbs are regular, and some are irregular.

Simple	Present Tense (he, she, it)	Past Tense	Past Participle
know	knows	knew	known
catch			

Simple	Present Tense (he, she, it)	Past Tense	Past Participle
stop			
break			
reach			
bring			
fly			
fall			
feel			
take			
go			
see			
do			
buy			
make			
answer			
hold			
say			

Practice 6 Review

Complete each sentence by filling in the helping verb *has* or *have* and the past participle of the verb in parentheses. Some verbs are regular, and some are irregular.

EXAMPLES: Millions have heard (hear) her sing.

She has used (use) words and music to connect with others.

Gloria Estefan

- (1) Singer Gloria Estefan _____ (inspire) millions of fans. (2) Since she joined the Miami Sound Machine in 1975, her albums _____ (sell) millions of copies, and rousing songs like "Rhythm of the Night" _____ (take) their place in the memory banks of a generation. (3) For more than twenty years, Estefan and her husband, Emilio, _____ (be) marriage partners as well as business partners.
- (4) Yet Estefan _____ (endure) many hardships. (5) Born in Cuba in 1957, she _____ (see) her father imprisoned for political activities, and she _____ (know) poverty. (6) After fleeing with her family to Miami, she often stayed home to care for her sister and her dying father while her mother worked. (7) Ever since those early years, however, Estefan _____ (find) strength in music—in singing and playing her guitar.
- (8) Her talent _____ (turn) misfortune into real fortune. (9) She and her husband _____ (become) rich in friends as well as in material things. (10) But this is not a fairy tale: A 1990 bus tour accident broke Estefan's back, and she _____ (suffer) through pain, four hundred stitches, and two metal rods near her spine. (11) Her song "Coming Out of the Dark" captures the spiritual power she _____ (rely) on all her life.
- (12) Gloria Estefan _____ (raise) money for hurricane victims and _____ (volunteer) her time to publicize the dangers of jet skis (after a young man died racing a jet ski into her boat). (13) She _____ (win) two Grammys, one for best Tropical Latin album, and she _____ (write) a song for the Olympics, "Reach."

Practice 7 Review

Now check your work in the preceding exercises, or have it checked. Do you see any patterns in your errors? Do you tend to miss regular or irregular verbs? To help yourself learn, copy all four forms of each verb that you missed into your notebook in a chart like the one on the next page. Use the chart to study.

Personal Review Chart

Simple	Present Tense (he, she, it)	Past Tense	Past Participle
<i>go</i>	<i>goes</i>	<i>went</i>	<i>gone</i>

PART D

Using the Present Perfect Tense

The *present perfect tense* is composed of the present tense of *to have* (*has* or *have*) plus the past participle.

Present Perfect Tense	
Singular	Plural
I <i>have</i> spoken	we <i>have</i> spoken
you <i>have</i> spoken	you <i>have</i> spoken
he } she } <i>has</i> spoken it }	they <i>have</i> spoken

Let us see how this tense is used.

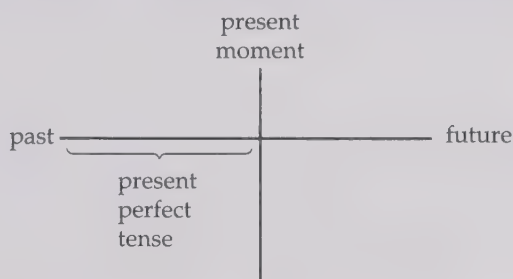
- (1) They *sang* together last Saturday.
- (2) They *have sung* together for three years now.

- In sentence (1), the past tense verb *sang* tells us that they sang together on one occasion, Saturday, but are no longer singing together. The action began and ended in the past.
- In sentence (2), the present perfect verb *have sung* tells us something entirely different: that they have sung together in the past and *are still singing together now*.

- (3) Janet *sat* on the beach for three hours.
 (4) Valerie *has just sat* on the beach for three hours.

- Which woman is probably still sunburned? _____
- In sentence (3), Janet's action began and ended at some time in the past. Perhaps it was ten years ago that she sat on the beach.
- In (4), the present perfect verb *has sat* implies that, although the action occurred in the past, it *has just happened*, and Valerie had better put some lotion on her sunburn *now*.
- Notice how the word *just* emphasizes that the action occurred very recently.

Use the *present perfect tense* to show either (1) that an action began in the past and has continued until now or (2) that an action has just happened.



In writing about an action that began in the past and is still continuing, you will often use time words like *for* and *since*.

- (5) We have watched the fireworks *for* three hours.
 (6) John has sung in the choir *since* 1980.

In writing about an action that has just happened, you will often use words like *just*, *recently*, *already*, and *yet*.

- (7) I have *just* finished the novel.
 (8) They have *already* gone to the party.

Practice 8

Paying close attention to meaning, circle the verb that best completes each sentence.

EXAMPLES: In recent years, many unusual museums (appeared, have appeared). For example, the International Museum of Cartoon Art first (opened, has opened) in 1974 in Greenwich, Connecticut.

1. The idea for the museum (came, has come) from cartoonist Mort Walker, the creator of "Beetle Bailey."
2. In the beginning, his museum (had, has had) only a small collection of original cartoons.

3. However, since 1974, the collection (grew, has grown) to include valuable first drawings of Mickey Mouse, Batman, Flash Gordon, Road Runner, Dumbo, Popeye, Garfield, and many others.
4. In 1995, the museum (moved, has moved) to a beautiful new building in Boca Raton, Florida.
5. For the past several years, visitors (laughed, have laughed) at classic comic books, cartoon movies, and the interactive Laugh Center.
6. Another interesting museum, the Bata Shoe Museum in Toronto, Canada, (gained, has gained) worldwide attention in 1995.
7. For years now, the Bata (held, has held) the world's largest collection of shoes.
8. In 1995, the museum (moved, has moved) its huge shoe collection into a new building shaped like a shoebox!
9. On a recent day, Elvis Presley's blue and white loafers, John Lennon's Beatle boot, and Queen Victoria's ivory satin flats (seemed, have seemed) to be the favorite items on view.
10. However, several history students never (got, have gotten) past the Bata's world-famous exhibit of Native American footwear.

Practice 9

Fill in either the *past* tense or the *present perfect* tense form of each verb in parentheses.

- (1) For the past few years, Camille Norris _____ (to spend) too much money on clothes, restaurant meals, and gifts for others. (2) Six months ago, she _____ (to decide) that enough was enough. (3) She _____ (to make) a list of her credit-card debts and _____ (to find) the debt with the highest interest rate. (4) Every month since then, she _____ (to focus) on paying off that charge card. (5) She _____ (to pay) only the minimum amount due on the rest of her bills. (6) When she _____ (to review) her finances last week, however she _____ (to be) still unsatisfied. (7) She _____ (to want) faster results. (8) Unsure of the next step, she _____ (to telephone) Consumer Credit Counseling Services and _____ (to e-mail) Money Management by Mail for free help with her debt problems. (9) Since then, she _____ (to feel) much better. (10) She even _____ (to have) no compulsion to buy more "stuff"!

PART E

Using the Past Perfect Tense

The *past perfect tense* is composed of the past tense of *to have* (*had*) plus the past participle.

Past Perfect Tense**Singular**I *had* spokenyou *had* spoken

he

she

it

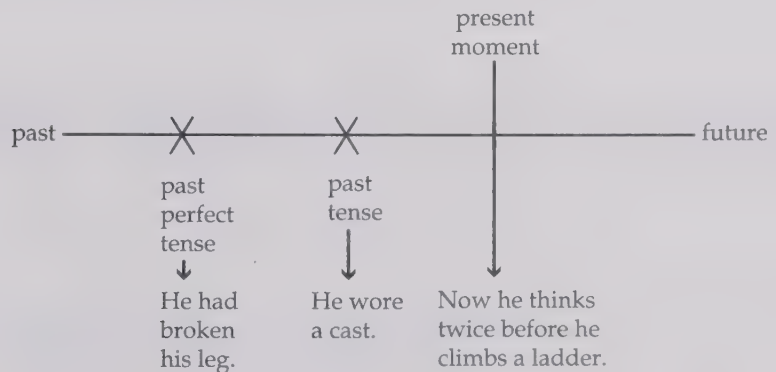
} *had* spoken**Plural**we *had* spokenyou *had* spokenthey *had* spoken

Let us see how this tense is used.

(1) Because Bob *had broken* his leg, he *wore* a cast for six months.

- The actions in both parts of this sentence occurred entirely in the past, but one occurred before the other.
- At some time in the past, Bob *wore* (past tense) a cast on the leg that he *had broken* (past perfect tense) at some time before that.

When you are writing in the past tense, use the past perfect tense to show that something happened at an even earlier time.



As a general rule, the present perfect tense is used in relation to the present tense, and the past perfect tense is used in relation to the past tense. Read the following pairs of sentences, and note the time relation.

- (2) Sid *says* (present) he *has found* (present perfect) a good job.
- (3) Sid *said* (past) he *had found* (past perfect) a good job.
- (4) Grace *tells* (present) us she *has won* (present perfect) first prize.
- (5) Grace *told* (past) us she *had won* (past perfect) first prize.

Practice 10

Choose either the present perfect or the past perfect tense of the verb in parentheses to complete each sentence. Match present perfect tense with present tense and past perfect tense with past tense.

1. The newspaper reports that the dictator _____ (to leave) the country.
2. The newspaper reported that the dictator _____ (to leave) the country.
3. I plan to buy a red convertible; I _____ (to want) a convertible for three years now.
4. Last year, I bought a red convertible; I _____ (to want) a convertible for three years before that.
5. Mel _____ (to choose) the steepest trail up the mountain; he was thoroughly worn out.
6. Mel _____ (to choose) the steepest trail up the mountain; he is thoroughly worn out.
7. I am worried about my cat; she _____ (to drink) bubble bath.
8. I was worried about my cat; she _____ (to drink) bubble bath.
9. Sam told us that he _____ (to decide) to major in restaurant management.
10. Sam tells us that he _____ (to decide) to major in restaurant management.

PART F**Using the Passive Voice**

So far in this chapter, you have combined the past participle with forms of *to have*. But the past participle also can be used with forms of *to be* (*am, is, are, was, were*).

(1) That jam was made by Aunt Clara.

- The subject of the sentence is *that jam*. The verb has two parts: the helping verb *was* and the past participle *made*.
- Note that the subject, *that jam*, does not act but is acted on by the verb. *By Aunt Clara* tells us who performed the action.


 That jam *was made* by Aunt Clara.

When the subject is acted on or receives the action, it is passive, and the verb (to be + past participle) is in the passive voice.

Now compare the passive voice with the active voice in these pairs of sentences:

- (2) **Passive voice:** Free gifts are given by the bank.
 (3) **Active voice:** The bank gives free gifts.
 (4) **Passive voice:** We were photographed by a tourist.
 (5) **Active voice:** _____

- In sentence (2), the subject, *free gifts*, is passive; it receives the action. In sentence (3), *the bank* is active; it performs the action.
- Note the difference between the passive verb *are given* and the active verb *gives*.
- However, the tense of both sentences is the same. The passive verb *are given* is in the present tense, and so is the active verb *gives*.
- Rewrite sentence (4) in the active voice. Be sure to keep the same verb tense in the new sentence.

Write in the passive voice only when you want to emphasize the receiver of the action rather than the doer. Usually, however, write in the active voice because sentences in the active voice are livelier and more direct.

Practice 11

Underline the verb in each sentence. In the blank at the right, write *A* if the verb is written in the active voice and *P* if the verb is in the passive voice.

EXAMPLE: Nelson Mandela is respected worldwide as a leader.

P

- Nelson Mandela was born in South Africa on July 18, 1918, a member of the Xhosa tribe. _____
- Under the apartheid government, only whites enjoyed basic rights, not the black majority. _____
- As a young lawyer, Mandela defended many black clients. _____
- They were charged with such crimes as "not owning land" or "living in the wrong area." _____
- Several times, Mandela was arrested for working with the African National Congress, a civil rights group. _____
- In 1961, he sadly gave up his lifelong belief in nonviolence. _____
- Training guerrilla fighters, he was imprisoned again, this time with a life sentence. _____
- Thirty years in jail did not break Mandela. _____
- Offered freedom to give up his beliefs, he said no. _____
- Finally released in 1990, this man became a symbol of hope for a new South Africa. _____
- In 1994, black and white South Africans lined up to vote in the first free elections. _____
- Gray-haired, iron-willed Nelson Mandela was elected president of his beloved country. _____

Practice 12

In each sentence, underline both parts of the passive verb, and circle the complete subject. Then draw an arrow from the verb to the word or words it acts on.

EXAMPLE:  I was approached by Professor Martin.

1. The skaters were applauded vigorously by the crowd.
2. The corn is picked fresh every morning.
3. These flowered bowls were imported from Mexico.
4. Milos, my cat, was ignored by the mouse.
5. Hasty promises are often broken.
6. An antique train set was sold at the auction.
7. The speech was memorized by both actors.
8. Customers are lured into the store by loud music and bright signs.
9. Dutch is spoken on Curaçao.
10. Our quarrel was quickly forgotten.

Practice 13

Rewrite each sentence, changing the verb from the passive to the active voice. Make all necessary verb and subject changes. Be sure to keep each sentence in the original tense.

EXAMPLE: Newspaper headlines are made by harmful or fatal medical errors. Harmful or
fatal medical errors make newspaper headlines.

1. His patient's healthy leg was amputated by a surgeon in Florida.

2. Instead of an anesthetic, a seven-year-old was given Adrenalin by a doctor.

3. A journalist in Boston was killed by an overdose of a chemotherapy drug.

4. In fact, from 44,000 to 98,000 Americans are fatally injured every year by medical errors.

5. Because of unreported mistakes, even higher numbers are estimated by experts.

6. Partly as a result of publicity, their procedures were improved by many hospitals.

7. Also as a result of publicity, more precautions are taken by patients.

8. Questions are asked by them.

9. Lists of medications with doses and dosage times are carried by them.

10. The National Patient Safety Foundation's website (www.npsf.org) is visited by computer users for information. _____

PART G

Using Past Participles as Adjectives

Sometimes the past participle is not a verb at all, but an *adjective*, a word that describes a noun or pronoun.*

- (1) Jay is *married*.
- (2) The *broken* window looks terrible.
- (3) Two *tired* students slept in the hall.

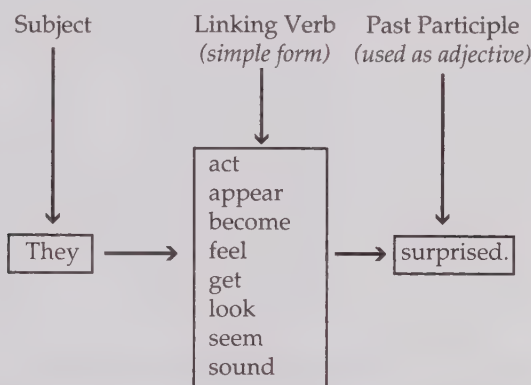
- In sentence (1), *married* is the past participle of the verb *to marry*, but here it is not a verb. Instead, it describes the subject, *Jay*.
- *Is* links the subject, *Jay*, with the descriptive word, *married*.

*For more work on adjectives, see Chapter 17.

- In sentence (2), *broken* is the past participle form of *to break*, but it is used as an adjective to describe the noun *window*.
- In sentence (3), what past participle is an adjective? _____
- Which word does it describe? _____

Past participles like *married*, *broken*, and *tired* are often used as adjectives.

Some form of the verb *to be* usually links descriptive past participles with the subjects they describe, but here are a few other common linking verbs that you learned in Chapter 6, Part E.



Practice 14

Underline the linking verb in each sentence. Then circle the descriptive past participle or participles that complete the sentences.

EXAMPLES: The window was (polish, polished)

Harry seems very (worry, worried) these days.

1. This product is (guarantee, guaranteed) not to explode.
2. Nellie seems (qualify, qualified) for the job.
3. Your aunt appears (delight, delighted) to see you again.
4. After we read the chapter, we were still (confuse, confused).
5. The science laboratory is (air-condition, air-conditioned).
6. David feels (appreciate, appreciated) in his new job.
7. Did you know that one out of two American couples gets (divorce, divorced)?
8. We were (thrill, thrilled) to meet Venus and Serena Williams.
9. During the holidays, Paul feels (depress, depressed).
10. She is (interest, interested) in theater production.
11. You look so (dignify, dignified) in that tuxedo.
12. The garnet ring she wore was (borrow, borrowed).
13. I can't help you; my hands are (tie, tied).
14. Are the potatoes (fry, fried), (bake, baked), or (boil, boiled)?
15. After the trip, we felt (rest, rested), (pamper, pampered), and (relax, relaxed).

Practice 15

Below is a list of verbs. Use the past participles of the verbs as adjectives, to describe each noun in the exercise. Then use your adjective-noun combination in a sentence. Use a different past participle for each noun.

bore	freeze	park	train
delight	hide	pollute	wear
dry	lose	tire	worry
embarrass	daze	toast	wrinkle

EXAMPLE: the dried fruit

We served the dried fruit for dessert.

1. a(n) _____ sheet

2. the _____ river

3. a(n) _____ man

4. a(n) _____ child

5. the _____ emeralds

6. these _____ muffins

7. that _____ bear

8. a(n) _____ nurse

9. several _____ cars

10. two _____ passengers

Practice 16

Proofread the following ad copy for past participle errors. First, underline all the past participles. Then make any corrections above the line.

(1) We are please to introduce three automobiles this year, each one created by our experience team of engineers. (2) Our racy new sport model, the

Hormone, is guaranteed to provide adventure on the road. (3) It comes equip with a powerful fuel-injected engine, steel-belt tires, and orange flames painted across the hood. (4) Growing families will prefer the Sesame ST. (5) Blue and modest on the outside, the Sesame ST's interior is make for parents and children. (6) Its plastic upholstery is printed with yellow Big Bird designs. (7) Pop-out soda and hamburger holders come preinstall, and the sound system is program for soft rock only, so your kids can't tune in to grunge, hard rock, or rap stations. (8) For the budget-minded car shopper, we offer the Chintz. (9) It comes equip with a two-cylinder engine, steering wheel, and seats. (10) Recently, on *The Tonight Show with Jay Leno*, the Chintz was name "the car that gives you less for less."

Practice 17

Combine each pair of short sentences. First, find and underline the past participle. Then rewrite the two short sentences as one smooth sentence, using the past participle as an adjective.

EXAMPLE: The book is lost. It is worth \$1,000.

The lost book is worth \$1,000.

1. The pie was purchased. It tasted homemade.

2. This rug has been dry-cleaned. It looks new.

3. His grades have fallen. He can bring them up.

4. The envelope was sealed. Harriet opened it.

5. The player was injured. The coach took her out of the game.

6. Your report is typed. It looks very neat.

7. This bowl is broken. Can you fix it?

8. The weather forecast was revised. It calls for sunshine.

9. These gold chains are overpriced. Do not buy them.

10. The box was locked. Divers brought it to the surface.

Practice 18

The sentences in the left column are in the present tense; those in the right column are in the past tense. If the sentence is shown in the present tense on the left, write the sentence in the past tense on the right, and vice versa. REMEMBER: Only the *linking verb*, never the past participle, changes to show tense.

Present Tense	Past Tense
EXAMPLES: Smoking is forbidden.	<i>Smoking was forbidden.</i>
Lunches are served.	Lunches were served.
1. Your car is repaired.	1. _____
2. _____	2. The store looked closed.
3. _____	3. My feelings were hurt.
4. The seats are filled.	4. _____
5. She is relaxed.	5. _____
6. _____	6. You seemed qualified for the job.
7. He is supposed to meet us.*	7. _____
8. They are used to hard work.*	8. _____
9. _____	9. It was written in longhand.
10. You are expected at noon.	10. _____

Practice 19 Writing Assignment

In a group of four or five classmates, write a wacky restaurant menu, using all the past participles as adjectives that you can think of: *steamed* fern roots, *fried* cherries, *caramel-coated* hamburgers, and so forth. Brainstorm. Get creative. Then arrange your menu in an order that makes sense (if that is the correct term for such a menu!).

✓ Chapter Highlights

- Past participles of regular verbs add *-d* or *-ed*, just like their past tense forms:

Present	Past	Past Participle
decide	decided	decided
jump	jumped	jumped

*For more work on *supposed* and *used*, see Chapter 4, "Look-Alikes/Sound-Alikes."

● Past participles of irregular verbs change in irregular ways:

Present	Past	Past Participle
bring	brought	brought
see	saw	seen
take	took	taken

● Past participles can combine with *to have*:

He *has edited* many articles for us. (*present perfect tense*)

He *had edited* many articles for us. (*past perfect tense*)

● Past participles can combine with *to be*:

The report *was edited* by Mary. (*passive voice*)

● Past participles can be used as adjectives:

The *edited* report arrived today. (*adjective*)

Chapter Review

Proofread this student's essay for past participle errors. Correct each error above the line.

Three Ways to Be a Smarter Learner

(1) Once in a great while, a person is born with a photographic memory, allowing him or her to memorize a lot of information with almost no effort. (2) However, most of us have struggle on our own to find the best ways to learn. (3) We have stayed up all night studying. (4) We have mark up our textbooks, highlighting and underlining like skill tattoo artists. (5) Maybe, in frustration, we have even questioned our own intelligence. (6) Although everyone has his or her own learning style, three techniques have make me and others better learners.

(7) The first technique is simple—sit at the front of the class! (8) A student who has choose to sit up front is more likely to stay alert and involve than students at the back and sides. (9) By sitting away from windows or talkative friends, many students discover that they take a greater interest in the classroom subject and take better notes. (10) An extra benefit of sitting up front is that teachers are often impress by students with whom they make eye contact, students whose behavior says, "I care about this class."

(11) Second, make a smart friend. (12) During the first week of class, exchange phone numbers with another front-row student. (13) You are looking

for an intelligent, responsible classmate who seems committed to learning—not for a pizza buddy or a date. (14) Students who have agree in advance to help each other can call if they miss a class. (15) What was discuss that day? (16) Was homework assign or a test announced? (17) Two students who “click” might want to become study partners, meeting regularly to review material and prepare for tests.

(18) Third, ask questions. (19) The student who has sit up front, made a study friend, and pay close attention in class should not be worried about asking the professor questions. (20) Learning a subject is like building a tower. (21) Each new level of understanding must be build solidly on the level below. (22) If an important point or term is unclear, ask for help, in or after class.

(23) Students who use these techniques will be rewarded with increase understanding and better grades—even before they have pull out their pastel highlighters.

Maurice Jabbar, student

CHAPTER 14

Progressive Tenses (TO BE + -ING Verb Form)

PART A *Defining and Writing the Present Progressive Tense*

PART B *Defining and Writing the Past Progressive Tense*

PART C *Using the Progressive Tenses*

PART D *Avoiding Incomplete Progressives*

PART A

Defining and Writing the Present Progressive Tense

Verbs in the *present progressive tense* have two parts: the present tense form of *to be* (*am, is, are*) plus the *-ing* (or present participle) form of the main verb.

Present Progressive Tense

(example verb: *to play*)

Singular

I am playing
you are playing
he }
she } is playing
it }

Plural

we are playing
you are playing
they are playing

Compare the present tense with the present progressive tense below.

- (1) Larry works at the bookstore.
 (2) Larry is working at the bookstore.

- Sentence (1) is in the present tense. Which word tells you this?

- Sentence (2) is also in the present tense. Which word tells you this?

- Note that the main verb in sentence (2), *working*, has no tense. Only the helping verb *is* shows tense.

Practice 1

Change each one-word present tense verb in the left-hand column to a two-part present progressive verb in the right-hand column. Do this by filling in the missing helping verb (*am*, *is*, or *are*).

Present Tense	Present Progressive Tense
EXAMPLES: I fly.	I <u>am</u> flying.
He wears my sweater.	He <u>is</u> wearing my sweater.
1. Elsa and I set goals together. together.	1. Elsa and I _____ setting goals
2. They eat quickly.	2. They _____ eating quickly.
3. He plans the wedding.	3. He _____ planning the wedding.
4. Our work begins to pay off. off.	4. Our work _____ beginning to pay
5. We pose for the photographer. photographer.	5. We _____ posing for the
6. Maryann smiles.	6. Maryann _____ smiling.
7. Sal does his Elvis impression. impression.	7. Sal _____ doing his Elvis
8. I speak Portuguese to Manuel. Manuel.	8. I _____ speaking Portuguese to
9. My grandson gets silly.	9. My grandson _____ getting silly.
10. You probably wonder why.	10. You _____ probably wondering why.

REMEMBER: Every verb in the present progressive tense must have two parts: a helping verb (*am*, *is*, or *are*) and a main verb ending in *-ing*. The helping verb must agree with the subject.

Practice 2

Below are sentences in the regular present tense. Rewrite each one in the present progressive tense by changing the verb to *am*, *is*, or *are* plus the *-ing* form of the main verb.

EXAMPLE: We play cards.
We are playing cards.

- 1. The telephone rings.
- 2. Dexter wrestles with his math homework.
- 3. James and Judy work in the emergency room.
- 4. I keep a journal of thoughts and observations.
- 5. We polish all our old tools.

PART B Defining and Writing the Past Progressive Tense

Verbs in the *past progressive tense* have two parts: the past tense form of *to be* (*was* or *were*) plus the *-ing* form of the main verb.

Past Progressive Tense (example verb: to play)		
Singular		Plural
I was playing		we were playing
you were playing		you were playing
he	} was playing	they were playing
she		
it		

Compare the past tense with the past progressive tense below.

- (1) Larry worked at the bookstore.
- (2) Larry was working at the bookstore.

- Sentence (1) is in the past tense. Which word tells you this?

- Sentence (2) is also in the past tense. Which word tells you this?

- Notice that the main verb in sentence (2), *working*, has no tense. Only the helping verb *was* shows tense.

Practice 3

Change each one-word past tense verb in the left-hand column to a two-part past progressive verb in the right-hand column. Do this by filling in the missing helping verb (*was* or *were*).

Past Tense	Past Progressive Tense
EXAMPLES: I flew.	I <u>was</u> flying.
He wore my sweater.	He <u>was</u> wearing my sweater.
1. Elsa and I set goals together.	1. Elsa and I _____ setting goals together.
2. They ate quickly.	2. They _____ eating quickly.
3. He planned the wedding.	3. He _____ planning the wedding.
4. Our work began to pay off.	4. Our work _____ beginning to pay off.
5. We posed for the photographer.	5. We _____ posing for the photographer.
6. Maryann smiled.	6. Maryann _____ smiling.
7. Sal did his Elvis impression.	7. Sal _____ doing his Elvis impression.
8. I spoke Portuguese to Manuel.	8. I _____ speaking Portuguese to Manuel.
9. My grandson got silly.	9. My grandson _____ getting silly.
10. You probably wondered why.	10. You _____ probably wondering why.

Practice 4

Below are sentences in the past tense. Rewrite each sentence in the past progressive tense by changing the verb to *was* or *were* plus the *-ing* form of the main verb.

EXAMPLE: You cooked dinner.
You were cooking dinner.

1. The two linebackers growled at each other.
- _____

2. Leroy examined his bank receipt.

3. We watched the news.

4. Marsha read the *Wall Street Journal*.

5. He painted like a professional artist.

PART C

Using the Progressive Tenses

As you read these sentences, do you hear the differences in meaning?

- (1) Lenore *plays* the piano.
- (2) Dave *is playing* the piano.

- Which person is definitely at the keyboard right now?
- If you said Dave, you are right. He *is now in the process of playing* the piano. Lenore, on the other hand, *does* play the piano; she may also paint, write novels, and play center field, but we do not know from the sentence what she *is doing right now*.
- The present progressive verb *is playing* tells us that the action is *in progress*.
Here is another use of the present progressive tense:

- (3) Tony *is coming* here later.

- The present progressive verb *is coming* shows *future* time: Tony is going to come here.

- (4) Linda *washed* her hair last night.
- (5) Linda *was washing* her hair when we arrived for the party.

- In sentence (4), *washed* implies a completed action.
- The past progressive verb in sentence (5) has a special meaning: that Linda was *in the process* of washing her hair when something else happened (we arrived).
- To say, "Linda *washed* her hair *when* we arrived for the party" means that first we arrived, and then Linda started washing her hair.

Writers in English use the progressive tenses *much less often* than the present tense and past tense. Use the progressive tense only when you want to emphasize that something is or was in the process of happening.

Use the present progressive tense (am, is, are + -ing) to show that an action is in progress now or that it is going to occur in the future.

Use the past progressive tense (was, were + -ing) to show that an action was in progress at a certain time in the past.

Practice 5

Read each sentence carefully. Then circle the verb or verbs that best express the meaning of the sentence.

EXAMPLE: Right now, we (write, are writing) letters.

1. Thomas Edison (held, was holding) 1,093 patents.
2. Darrell (loves, is loving) to solve problems.
3. Where is Ellen? She (drives, is driving) to Omaha.
4. Most mornings we (get, are getting) up at seven.
5. Believe it or not, I (thought, was thinking) about you when you phoned.
6. My dog Gourmand (eats, is eating) anything at all.
7. At this very moment, Gourmand (eats, is eating) the sports page.
8. Max (fried, was frying) onions when the smoke alarm (went, was going) off.
9. Please don't bother me now; I (study, am studying).
10. Newton (sat, was sitting) under a tree when he (discovered, was discovering) gravity.
11. When Soo-Ling lived in Nevada, she (drove, was driving) through the desert every day.
12. The *Andrea Doria*, a huge pleasure ship, (sank, was sinking) on July 25, 1956.
13. Right now, she (plans, is planning) her future.
14. Through a scheduling error, runner Eddie Hart (missed, was missing) his race at the 1972 Olympics.
15. The last time I (saw, was seeing) Sandy, he (headed, was heading) toward the Lone Star Café.

PART D

Avoiding Incomplete Progressives

Now that you can write both present and past progressive verbs, avoid mistakes like this one:

We having fun. (*incomplete*)

- Can you see what is missing?
- All by itself, the *-ing* form *having* is not a verb. It has to have a helping verb.
- Because the helping verb is missing, *we having fun* has no time. It could mean *we are having fun* or *we were having fun*.
- *We having fun* is not a sentence. It is a fragment of a sentence.*

*For more on this type of fragment, see Chapter 10, Part B.

Practice 6

Each group of words below is incomplete. Put an X over the exact spot where a word is missing. Then, in the Present Progressive column, write the word that would complete the sentence in the *present progressive tense*. In the Past Progressive column, write the word that would complete the sentence in the *past progressive tense*.

	Present Progressive	Past Progressive
	is	was
EXAMPLE: He ^X having fun.	(He is having fun.)	(He was having fun.)
1. Mario balancing his checkbook.		
2. Fran and I watching the sunrise.		
3. You taking a computer course.		
4. A big log floating down the river.		
5. That woman always playing poker.		
6. The professors laughing loudly.		
7. I trying to give up caffeine.		
8. Fights about money getting me down.		
9. Jean and Marie opening a café.		
10. Thick fog blanketing the city.		
11. He fixing up old cars.		
12. That child reading already.		
13. Your pizza getting cold.		
14. Her study skills improving.		
15. They discussing the terms of the new contract.		

Practice 7 Writing Assignment

Write a brief account that begins, "We are watching an amazing scene on TV. A man is ripping open an enormous brown box." Write four or five more sentences describing the unfolding action in the present progressive tense—as if the action is taking place now. Then read over what you have written, checking the verbs.

Now rewrite the whole account in the past progressive tense. The new version will begin, "We were watching an amazing scene on TV. A man was ripping open an enormous brown box."

✓ Chapter Highlights

- The progressive tenses combine *to be* with the *-ing* verb form:
 present progressive tense: *I am reading. He is reading.*
 past progressive tense: *I was reading. He was reading.*
- The *-ing* verb form must have a helping verb *to be* complete:
She playing the tuba. (incorrect)
She is playing the tuba. (correct)
- The present progressive tense shows that an action is in progress now:
Aunt Belle is waxing her van.
- The present progressive tense can also show that an action will take place in the future:
Later today, Aunt Belle is driving us to the movies.
- The past progressive tense shows that an action was in progress at a certain time in the past:
Aunt Belle was waxing her van when she heard thunder.

Chapter Review

Proofread this paragraph for incomplete progressive verbs. Write the missing verbs above the lines.

(1) One of the most important scientific projects in history is going on right now. (2) Scientists studying the role of human genes in everything from hair color to intelligence to a tendency toward obesity. (3) This huge effort is called the Human Genome Project. (4) Its goal is to map every gene in the human body—three billion elements in all. (5) Scientists finding the genes that cause or contribute to many diseases. (6) This valuable information leading to new cures and to other discoveries—like bacteria that eat up oil spills and then die. (7) On the other hand, ethical problems arising. (8) Some insurance companies are refusing to insure healthy people who carry certain genes. (9) In the future, will employers be allowed to use genetic tests the way some now use lie detectors or drug tests? (10) Will parents try to plan the physical traits or intelligence of their babies? (11) Because of questions like these, some critics finding genetic research more like a Pandora's box than a magic bullet.

CHAPTER 15

Fixed-Form Helping Verbs and Verb Problems

PART A *Defining and Spotting
the Fixed-Form Helping
Verbs*

PART B *Using the Fixed-Form
Helping Verbs*

PART C *Using CAN and COULD*

PART D *Using WILL and
WOULD*

PART E *Writing Infinitives*

PART F *Revising Double
Negatives*

PART A

Defining and Spotting the Fixed-Form Helping Verbs

You already know the common—and changeable—helping verbs: *to have*, *to do*, and *to be*. Here are some helping verbs that do not change:

Fixed-Form Helping Verbs

can	could
will	would
may	might
shall	should
must	

The fixed-form helping verbs do not change, no matter what the subject is. They always keep the same form.

Practice 1

Fill in each blank with a fixed-form helping verb.

1. You _____ do it!
2. This _____ be the most exciting presidential debate ever held.
3. I _____ row while you watch for crocodiles.
4. Rico _____ go to medical school.
5. In South America, the elephant beetle _____ grow to twelve inches in length.
6. If the committee _____ meet today, we _____ have a new budget on time.
7. We _____ rotate the crops this season.
8. Violent films _____ cause children to act out violently.
9. You _____ have no difficulty finding a sales position.
10. Janice _____ teach users to do research on the Internet.

PART B

Using the Fixed-Form Helping Verbs

- (1) Al will stay with us this summer.
- (2) Susan can shoot a rifle well.

- *Will* is the fixed-form helping verb in sentence (1). What main verb does it help? _____
- *Can* is the fixed-form helping verb in sentence (2). What main verb does it help? _____
- Notice that *stay* and *shoot* are the simple forms of the verbs. They do not show tense by themselves.

When a verb has two parts—a fixed-form helping verb and a main verb—the main verb keeps its simple form.

Practice 2

In the left column, each sentence contains a verb made up of some form of *to have* (the changeable helping verb) and a past participle (the main verb).

Each sentence in the right column contains a fixed-form helping verb and a blank. Write the form of the main verb from the left column that correctly completes each sentence.

Have + Past Participle

EXAMPLES: I have talked to him.
She has flown to Ireland.

1. Irena has written a song.
2. We have begun.
3. Joy has visited Graceland.
4. He has slept all day.
5. I have run three miles.
6. We have seen an eclipse.
7. It has drizzled.
8. Fred has gone on vacation.
9. Has he studied?
10. Della has been promoted.

Fixed-Form Helping Verb + Simple Form

I may talk to him.
She will fly to Ireland.

1. Irena must _____ a song.
2. We can _____.
3. Joy will _____ Graceland.
4. He could _____ all day.
5. I will _____ three miles.
6. We might _____ an eclipse.
7. It may _____.
8. Fred could _____ on vacation.
9. Should he _____?
10. Della might _____ promoted.

PART C**Using CAN and COULD**

- (1) He said that I *can* use any tools in his garage.
- (2) He said that I *could* use any tools in his garage.

- What is the tense of sentence (1)? _____
- What is the tense of sentence (2)? _____
- What is the helping verb in (1)? _____
- What is the helping verb in (2)? _____
- As you can see, *could* may be used as the past tense of *can*.

Present tense: Today, I *can* touch my toes.

Past tense: Yesterday, I *could* touch my toes.

Can means *am/is/are able*. It may be used to show present tense.
Could means *was/were able* when it is used to show the past tense of *can*.

- (3) If I went on a diet, I *could* touch my toes.
 (4) Rod wishes he *could* touch his toes.

- In sentence (3), the speaker *could* touch his toes *if* . . . Touching his toes is a possibility, not a certainty.
- In sentence (4), Rod *wishes* he *could* touch his toes, but probably he cannot. Touching his toes is a wish, not a certainty.

Could also means *might be able*, a possibility or a wish.

Practice 3

Fill in the present tense helper *can* or the past tense *could*, whichever is needed. To determine whether the sentence is present or past, look at the other verbs in the sentence, or look for words like *now* and *yesterday*.

1. When I am rested, I _____ study for hours.
2. When I was rested, I _____ study for hours.
3. George insists that he _____ play the trumpet.
4. George insisted that he _____ play the trumpet.
5. A year ago, Zora _____ jog for only five minutes at a time.
6. Now Zora _____ jog for nearly an hour at a time.
7. If you're so smart, how come you _____ never find your own socks?
8. If you were so smart, how come you _____ never find your own socks?
9. When the air was clear, you _____ see the next town.
10. When the air is clear, you _____ see the next town.

Practice 4

Circle either *can* or *could*.

1. Sue thinks that she (can, could) carry a tune.
2. Yesterday, we (can, could) not go to the town meeting.
3. I wish I (can, could) pitch like Pedro Martinez.
4. You should meet Tony: he (can, could) lift a two-hundred-pound weight.
5. Everyone I meet (can, could) do a cartwheel.
6. Until the party, everyone thought that Harry (can, could) cook.
7. She (can, could) ice skate better now than she (can, could) last year.
8. On the night that Smithers disappeared, the butler (can, could) not be found.
9. When my brother was younger, he (can, could) name every car on the road.
10. I hope that the snow leopards (can, could) survive in captivity.

Practice 5

On separate paper, write five sentences using *can* to show present tense and five sentences using *could* to show past tense.

PART D

Using WILL and WOULD

- (1) You know you *will* do well in that class.
- (2) You knew you *would* do well in that class.

- Sentence (1) says that *you know* now (present tense) that you *will* do well in the future. *Will* points to the future from the present.
- Sentence (2) says that *you knew* then (past tense) that you *would* do well after that. *Would* points to the future from the past.

Would may be used as the past tense of *will*, just as *could* may be used as the past tense of *can*.

- (3) If you studied, you *would* pass physics.
- (4) Juanita wishes she *would* get an A in French.

- In sentence (3), the speaker *would* pass physics *if* . . . Passing physics is a possibility, not a certainty.
- In sentence (4), Juanita *wishes* she *could* get an A, but this is a wish, not a certainty.

Would can also express a possibility or a wish.

Practice 6

Fill in the present tense *will* or the past tense *would*.

1. The meteorologist predicts that it _____ snow Friday.
2. The meteorologist predicted that it _____ snow Friday.
3. Hernan said that he _____ move to Colorado.
4. Hernan says that he _____ move to Colorado.
5. Roberta thinks that she _____ receive financial aid.
6. Roberta thought that she _____ receive financial aid.
7. I _____ marry you if you propose to me.
8. Unless you stop adding salt, no one _____ want to eat that chili.
9. Hugo thinks that he _____ be a country western star someday.
10. Because she wanted to tell her story, she said that she _____ write an autobiography.

Practice 7

Circle either *will* or *would*.

1. You (will, would) find the right major once you start taking courses.
2. When the house is painted, you (will, would) see how lovely the old place looks.
3. Yolanda wishes that her neighbor (will, would) stop raising ostriches.
4. The instructor assumed that everyone (will, would) improve.
5. They insisted that they (will, would) pick up the check.
6. The whole town assumed that they (will, would) live happily ever after.
7. When we climb the tower, we (will, would) see for miles around.
8. If I had a million dollars, I (will, would) buy a big house on the ocean.
9. Your flight to Mars (will, would) board in fifteen minutes.
10. Because we hated waiting in long lines, we decided that we (will, would) shop somewhere else.

PART E

Writing Infinitives

Every verb can be written as an *infinitive*. An infinitive has two parts: *to* + the simple form of the verb—*to kiss, to gaze, to sing, to wonder, to help*. Never add endings to the infinitive form of a verb: no *-ed*, no *-s*, no *-ing*.

- (1) Erin has *to take* a course in clinical dental hygiene.
- (2) Neither dictionary seems *to contain* the words I need.

- In sentences (1) and (2), the infinitives are *to take* and *to contain*.
- *To* is followed by the simple form of the verb: *take, contain*.

Don't confuse an infinitive with the preposition *to* followed by a noun or a pronoun.

- (3) Robert spoke *to Sam*.
- (4) I gave the award *to her*.

- In sentences (3) and (4), the preposition *to* is followed by the noun *Sam* and the pronoun *her*.
- *To Sam* and *to her* are prepositional phrases, not infinitives.*

Practice 8

Find the infinitives in the following sentences, and write them in the blanks at the right.

EXAMPLE: Many people don't realize how hard it is to write a funny essay.

Infinitive

to write

1. Our guests started to leave at midnight.
2. Barbara has decided to run for mayor.
3. Hal has to get a B on his final exam, or he will not transfer to Wayne State.
4. It is hard to think with that radio blaring!
5. The man wanted to buy a silver watch to give to his son.

Practice 9

Write an infinitive in each blank in the following sentences. Use any verb that makes sense. Remember that the infinitive is made up of *to* plus the simple form of the verb.

1. They began _____ in the cafeteria.
2. Few people know how _____ well.
3. Would it be possible for us _____ again later?
4. She tried _____ the old toaster.
5. I enjoy people who like _____.
6. He hopes _____ an operating-room nurse.
7. They wanted _____ a better relationship.
8. _____ or not _____: this is the question.
9. Len figured out how _____ his VCR.
10. It will be easy _____.

Practice 10

The verbs below are listed in the present, past, past participle, or *-ing* form. Put each one in the infinitive form. Then create a sentence using the infinitive.

	Word	Infinitive	Sentence
EXAMPLE:	helping	to help	I want to help you
	1. leaving	_____	_____
	2. drove	_____	_____

- | | | |
|---------------|-------|-------|
| 3. brings | _____ | _____ |
| 4. heard | _____ | _____ |
| 5. tried | _____ | _____ |
| 6. found | _____ | _____ |
| 7. directing | _____ | _____ |
| 8. rumble | _____ | _____ |
| 9. decided | _____ | _____ |
| 10. discovers | _____ | _____ |

PART F*Revising Double Negatives*

The most common *negatives* are *no*, *none*, *not*, *nowhere*, *no one*, *nobody*, *never*, and *nothing*.

The negative *not* is often joined to a verb to form a contraction: *can't*, *didn't*, *don't*, *hasn't*, *haven't*, and *won't*, for example.

However, a few negatives are difficult to spot. Read these sentences:

- (1) There are hardly any beans left.
- (2) By noon, we could scarcely see the mountains on the horizon.

- The negatives in these sentences are *hardly* and *scarcely*.
- They are negatives because they imply that there are *almost* no beans left and that we *almost couldn't* see the mountains.

Use only one negative in each idea. The double negative is an error you should avoid.

- (3) **Double negative:** I *can't* eat *nothing*.

- There are two negatives in this sentence—*can't* and *nothing*—instead of one.
- Double negatives cancel each other out.

To revise a double negative, simply drop one of the negatives.

- (4) **Revised:** I *can't* eat anything.
- (5) **Revised:** I can eat *nothing*.

- In sentence (2), the negative *nothing* is changed to the positive *anything*.
- In sentence (3), the negative *can't* is changed to the positive *can*.

When you revise double negatives that include the words *hardly* and *scarcely*, keep those words and change the other negatives to positives.

- (6) **Double negative:** They couldn't hardly finish their papers on time.

- The two negatives are *couldn't* and *hardly*.

(5) **Revised:** They could hardly finish their papers on time.

- Change *couldn't* to *could*.

Practice 11

Revise the double negatives in the following sentences.

EXAMPLE: I don't have no more homework to do.

Revised: I don't have any more homework to do.

1. I can't hardly wait for Christmas vacation.

Revised: _____

2. Ms. Chandro hasn't never been to Los Angeles before.

Revised: _____

3. Fido was so excited that he couldn't scarcely sit still.

Revised: _____

4. Nat won't talk to nobody until he's finished studying.

Revised: _____

5. Yesterday's newspaper didn't contain no ads for large-screen television sets.

Revised: _____

6. Alice doesn't have no bathing suit with her.

Revised: _____

7. If Harold were smart, he wouldn't answer no one in that tone of voice.

Revised: _____

8. Kylie claimed that she hadn't never been to a rodeo before.

Revised: _____

9. Some days, I can't seem to do nothing right.

Revised: _____

10. Umberto searched, but he couldn't find his gold bow tie nowhere.

Revised: _____

Practice 12 Writing Assignment

Review this chapter briefly. What part was most difficult for you? Write a paragraph in which you explain that difficult material to someone who is having the same trouble you had. Your purpose is to make the lesson crystal clear to him or her.

✓ Chapter Highlights

- Fixed-form verbs do not change, no matter what the subject is:

I *can*.

He *can*.

They *can*.

- The main verb after a fixed-form helping verb keeps the simple form:

I will *sleep*.

She might *sleep*.

Sarita should *sleep*.

- An infinitive has two parts, *to* + the simple form of a verb:

to drive

to exclaim

to read

- Do not write double negatives:

I didn't order no soup. (*incorrect*)

I didn't order any soup. (*correct*)

They couldn't hardly see. (*incorrect*)

They could hardly see. (*correct*)

Chapter Review

Proofread the following essay for errors in fixed-form verbs, infinitives, and double negatives. Cross out each incorrect word, and correct the error above the line.

The Great Houdini

(1) Harry Houdini began to study magic as a child. (2) He became very famous as an escape artist. (3) He could free himself from ropes, chains, and locked containers. (4) Nobody couldn't keep Houdini where he didn't want to be. (5) He could get out of any jail. (6) Once, the head of Scotland Yard handcuffed Houdini's arms around a thick post and then locked him in a prison cell. (7) Houdini managed free himself immediately. (8) Another time, some of the best locksmiths in Europe attempted to trick him with a foolproof lock. (9) Houdini was able open it in seconds. (10) In one of the master's favorite stunts, the police

will first put him in a straitjacket and bind him with ropes and chains; then they would hang him by his feet. (11) Even in that position, Houdini can wriggle free.

(12) Houdini continued to amazing people with his incredible feats. (13) He once jumped in midair from one airplane to another while handcuffed. (14) He leaped from a bridge into San Francisco Bay with his hands tied behind his back and a seventy-five-pound ball and chain tied to his feet. (15) People expected to find him dead, but he survived the ordeal. (16) In the most daring feat of all, he asked to be sealed in a coffin and lowered into a swimming pool. (17) He stayed locked up underwater for ninety minutes and then emerged in perfect health. (18) No doubt, Houdini's fame would last. (19) Probably, we won't never see another escape artist as daring as he.

CHAPTER 16

Pronouns

PART A *Defining Pronouns and Antecedents*

PART B *Referring to Indefinite Pronouns*

PART C *Referring to Collective Nouns*

PART D *Referring to Special Singular Constructions*

PART E *Avoiding Vague and Repetitious Pronouns*

PART F *Using Pronouns as Subjects, Objects, and Possessives*

PART G *Choosing the Correct Case after AND or OR*

PART H *Choosing the Correct Case in Comparisons*

PART I *Using Pronouns with -SELF and -SELVES*

PART A

Defining Pronouns and Antecedents

Pronouns take the place of or refer to nouns or other pronouns. The word or words that a pronoun refers to are called the *antecedent* of the pronoun.

(1) *Bob* said that *he* was tired.

- *He* refers to *Bob*.
- *Bob* is the antecedent of *he*.

(2) *Sonia* left early, but I did not see *her* until later.

- *Her* refers to *Sonia*.
- *Sonia* is the antecedent of *her*.

(3) *Robert and Tyrone* have been good friends ever since *their* college days.

- *Their* refers to *Robert and Tyrone*.
- *Robert and Tyrone* is the antecedent of *their*.

A pronoun must agree with its antecedent. In sentence (1), the antecedent *Bob* requires the singular, masculine pronoun *he*. In sentence (2), the antecedent *Sonia* requires the singular, feminine pronoun *her*. In sentence (3), the antecedent *Robert and Tyrone* requires the plural pronoun *their*.

Practice 1

In each of the following sentences, circle the pronoun. In the columns on the right, write the pronoun and its antecedent as shown in the example.

	Pronoun	Antecedent
EXAMPLE: Susan B. Anthony promoted women's rights before <u>they</u> were popular.	<u>they</u>	<u>rights</u>
1. Susan B. Anthony deserves praise for her accomplishments.	<u> </u>	<u> </u>
2. Anthony became involved in the antislavery movement because of her principles.	<u> </u>	<u> </u>
3. She helped President Lincoln develop his plans to free the slaves during the Civil War.	<u> </u>	<u> </u>
4. Eventually, Anthony realized that women wouldn't be fully protected by law until they could vote.	<u> </u>	<u> </u>
5. When Anthony voted in the presidential election of 1872, she was arrested.	<u> </u>	<u> </u>

6. She was found guilty and given a \$100 fine, but she refused to pay it. _____
7. The judge did not sentence Anthony to jail because a sentence would have given her grounds for an appeal. _____
8. If the Supreme Court had heard her appeal, it might have ruled that women had the right to vote. _____
9. Audiences in England and Germany showed their appreciation of Anthony's work with standing ovations. _____
10. Unfortunately, women in the United States had to wait until 1920 before they could legally vote. _____

Practice 2

Read this paragraph for meaning; then circle each pronoun you find and write its antecedent above the pronoun.

(1) In 1935, a Hungarian journalist got tired of the ink blotches his fountain pen made. (2) So László Biro and his brother developed a pen with a rolling ball at the point. (3) It wrote without making blotches. (4) Their pen wasn't the first ballpoint, but it was the first one that worked well. (5) The new pens got a big boost during World War II. (6) Pilots needed a pen they could use at high altitudes. (7) Only ballpoints did the job. (8) In 1945, a department store in New York City introduced these pens to its shoppers. (9) The store sold ten thousand ballpoints the first day. (10) They cost \$12.50 each! (11) Today, people buy almost two *billion* ballpoints a year, for as little as ten cents apiece.

PART B*Referring to Indefinite Pronouns*

Indefinite pronouns do not point to a specific person.

anybody	}	Indefinite pronouns are usually <i>singular</i> . A pronoun that refers to an indefinite pronoun should also be singular.
anyone		
each		
everybody		
everyone		
no one		
nobody		
somebody		
someone		

(1) *Everyone* should do what *he* or *she* can to help.

- *Everyone* is a singular antecedent and must be used with the singular pronoun *he* or *she*.

(2) *Each* wanted to read *his* or *her* composition aloud.

- *Each* is a singular antecedent and must be used with the singular pronoun *his* or *her*.

(3) If *someone* smiles at you, give *him* or *her* a smile in return.

- *Someone* is a singular antecedent and must be used with the singular pronoun *him* or *her*.

In the past, writers used *he*, *his*, or *him* to refer to both men and women. Now, however, many writers use *he* or *she*, *his* or *her*, or *him* or *her*. Of course, if *everyone* is a woman, use *she* or *her*; if *everyone* is a man, use *he*, *his*, or *him*.*

Someone left *her* purse in the classroom.

Someone left *his* necktie on the bus.

Someone left *his* or *her* glasses on the back seat.

It is often best to avoid the repetition of *his* or *her* and *he* or *she* by changing the indefinite pronoun to a plural.

(4) *Everyone* in the club agreed to pay *his* or *her* dues on time.

or

(5) The club *members* agreed to pay *their* dues on time.

Practice 3

Fill in the blanks with the correct pronouns. Then write the antecedent of each pronoun in the column on the right.

	Antecedent
EXAMPLE: Everyone should do <u>his or her</u> best.	<u>everyone</u>
1. The average citizen does not take _____ right to vote seriously enough.	_____
2. If a person chooses a career in accounting, _____ must enjoy working with numbers.	_____
3. Each player gave _____ best in the women's basketball finals.	_____
4. Anyone can learn to do research on the Internet if _____ will put the time into it.	_____
5. Fred and Nina always do _____ housecleaning on Tuesday.	_____
6. Someone left _____ fingerprints on the windshield.	_____
7. The sales managers asked me to attend _____ meeting tomorrow.	_____
8. Everyone should see _____ dentist at least once a year.	_____
9. Nobody wanted to waste _____ money on a singing stapler.	_____
10. Everybody is welcome to try _____ luck in the lottery.	_____

Practice 4

Some of the following sentences contain errors in pronoun reference. Revise the incorrect sentences. Write a C in the blank next to each correct sentence.

EXAMPLE: Everyone must provide ^{his or her} their lunch.	_____
1. Somebody left their bag of popcorn on the seat.	_____
2. A child should not carry heavy items in his or her backpack.	_____
3. Everybody can take their choice of two dishes from column A and one from column B.	_____
4. No one works harder at their paramedic job than my brother-in-law.	_____
5. Each state has their own flag.	_____
6. Anyone can conquer his or her fear of speaking in public.	_____

Practice 5

On separate paper, write three sentences using indefinite pronouns as antecedents.

PART C*Referring to Collective Nouns*

Collective nouns imply more than one person but are generally considered *singular*. Here is a partial list:

Common Collective Nouns

board	family	panel
class	flock	school
college	government	society
committee	group	team
company	jury	tribe

(1) The *jury* meets early today because *it* must decide on a verdict.

- *Jury* is a singular antecedent and is used with the singular pronoun *it*.

(2) *Society* must protect *its* members from violence.

- *Society* is a singular antecedent and is always used with the singular pronoun *it*.
- Use *it* or *its* when referring to collective nouns.
- Use *they* or *their* only when referring to collective nouns in the plural (*schools*, *companies*, and so forth).

Practice 6

Write the correct pronoun in the blank. Then write the antecedent of the pronoun in the column on the right.

EXAMPLE: The committee sent _____ *its* _____ recommendations to the president of the college.

Antecedent

committee

1. Wanda's company will have _____ annual picnic next week.
2. The two teams picked up _____ gloves and bats and walked off the field.
3. My high school class will soon have _____ tenth reunion.

4. The city is doing _____ best to build a new stadium. _____
5. Many soap operas count on _____ viewers' enjoyment of "a good cry." _____
6. Each band has _____ guitar player and drummer. _____
7. The panel made _____ report public. _____
8. This college plans to train _____ student teachers in classroom management. _____

Practice 7

Some of the following sentences contain errors in pronoun reference. Cross out the incorrect pronoun, and write the correct pronoun above the line. Write a C in the blank next to each correct sentence.

- EXAMPLES:** The committee will present ^{its}~~their~~ report today. _____
- The jury has reached its verdict. C
1. The computer company retrains their employees for new jobs. _____
 2. Central Technical College wants to double their enrollment by 2005. _____
 3. That rock group has changed their name for the third time. _____
 4. The plumbing crew did its best to finish by 4 a.m. _____
 5. The gas company plans to move their headquarters again. _____
 6. The Robinson family held its yearly reunion last week. _____

Practice 8

On separate paper, write three sentences using collective nouns as antecedents.

PART D

Referring to Special Singular Constructions

- | | | |
|--------------------|---|--|
| each of . . . | } | Each of these constructions is <i>singular</i> .
Pronouns that refer to them must also be singular. |
| either of . . . | | |
| every one of . . . | | |
| neither of . . . | | |
| one of . . . | | |

(1) *Each* of the women did *her* work.

- *Each* is a singular antecedent and is used with the singular pronoun *her*.
- Do not be confused by the prepositional phrase *of the women*.

(2) *Neither* of the men finished *his* meal.

- *Neither* is a singular antecedent and is used with the singular pronoun *his*.
- Do not be confused by the prepositional phrase *of the men*.

(3) *One* of the bottles is missing from *its* place.

- *One* is a singular antecedent and is used with the singular pronoun *its*.
- Do not be confused by the prepositional phrase *of the bottles*.*

Practice 9

Fill in the blanks with the correct pronouns. Then write the antecedent of each pronoun in the column on the right.

	Antecedent
EXAMPLE: Each of my nephews did <u>his</u> homework.	<u>each</u>
1. One of the hikers filled _____ canteen.	_____
2. Every one of the women scored high on _____ entrance examination.	_____
3. Each of the puzzles has _____ own solution.	_____
4. Either of them should be able to learn _____ lines before opening night.	_____
5. One of my brothers does not have a radio in _____ car.	_____
6. Neither of the dental technicians has had _____ lunch yet.	_____
7. Every one of the children sat still when _____ photograph was taken.	_____
8. Lin Li and her mother opened _____ boutique in 1998.	_____

*For more work on these special constructions, see Chapter 11, Part G.

Practice 10

Some of the following sentences contain errors in pronoun reference. Cross out the incorrect pronoun, and write the correct pronoun above it. Write a C in the blank next to each correct sentence.

- EXAMPLE:** One of my uncles made ^{his} ~~their~~ opinion known. _____
1. One of the women at the hardware counter hasn't made their _____
purchase yet. _____
 2. Each of the birds has their distinctive mating ritual. _____
 3. Most public speakers rehearse their speeches beforehand. _____
 4. I hope that neither of the men will change their vote. _____
 5. Both supermarkets now carry Superfizz Carrot Juice for their health-
conscious customers. _____
 6. Neither of the women bought their toe ring at Toes R Us. _____
 7. One of the televisions was still in its box. _____
 8. Each of my grandchildren has their own bedroom. _____

Practice 11

On separate paper, write three sentences that use the special singular constructions as antecedents.

PART E

Avoiding Vague and Repetitious Pronouns

Vague Pronouns

Be sure that all pronouns *clearly* refer to their antecedents. Be especially careful of the pronouns *they* and *it*. If *they* or *it* does not refer to a *specific* antecedent, change *they* or *it* to the exact word you have in mind.

- (1) **Vague pronoun:** At registration, they said I should take Math 101.
- (2) **Revised:** At registration, an adviser said I should take Math 101.

- In sentence (1), who is *they*? The pronoun *they* does not clearly refer to an antecedent.
- In sentence (2), the vague *they* has been replaced by *an adviser*.

(3) **Vague pronoun:** On the beach, it says that no swimming is allowed.

(4) **Revised:** On the beach, a sign says that no swimming is allowed.

- In sentence (3), what is *it*? The pronoun *it* does not clearly refer to an antecedent.
- In sentence (4), the vague *it* has been replaced by *a sign*.

Repetitious Pronouns

Don't repeat a pronoun directly after its antecedent. Use *either* the pronoun *or* the antecedent—not both.

(1) **Repetitious pronoun:** The doctor, she said that my daughter is in perfect health.

- The pronoun *she* unnecessarily repeats the antecedent *doctor*, which is right before it.

(2) **Revised:** *The doctor* said that my daughter is in perfect health.

or

She said that my daughter is in perfect health.

- Use either *the doctor* or *she*, not both.

Practice 12

Rewrite the sentences that contain vague or repetitious pronouns. If a sentence is correct, write C.

EXAMPLE: Dyslexia, it is a learning disorder that makes reading difficult.

Revised: Dyslexia is a learning disorder that makes reading difficult.

1. Many dyslexic persons, they have achieved success in their chosen professions.

Revised: _____

2. For example, Albert Einstein, he was dyslexic.

Revised: _____

3. His biography, it says that he couldn't interpret written words the way others could.

Revised: _____

4. His elementary school teachers, they claimed that he was a slow learner.

Revised: _____

5. However, this slow learner, he changed the way science looked at time and space.

Revised: _____

6. Even politics has had its share of dyslexic leaders.

Revised: _____

7. American history, it teaches us that President Woodrow Wilson and Vice President Nelson Rockefeller, they were both dyslexic.

Revised: _____

8. Authors can have this problem too; the well-known mystery writer Agatha Christie, she had trouble reading.

Revised: _____

9. Finally, several magazines, they report that Cher, the famous singer and actress, is dyslexic.

Revised: _____

10. This show-business personality, she wasn't able to read until she was eighteen years old.

Revised: _____

PART F

Using Pronouns as Subjects, Objects, and Possessives

Pronouns have different forms, depending on how they are used in a sentence. Pronouns can be *subjects* or *objects* or *possessives*. They can be in the *subjective case*, *objective case*, or *possessive case*.

Pronouns as Subjects

A pronoun can be the *subject* of a sentence:

- (1) *He* loves the summer months.
- (2) By noon, *they* had reached the top of the hill.

- In sentences (1) and (2), the pronouns *he* and *they* are subjects.

Pronouns as Objects

A pronoun can be the *object* of a verb:

- (1) Graciela kissed *him*.
- (2) Sheila moved *it* to the corner.

- In sentence (1), the pronoun *him* tells whom Graciela kissed.
- In sentence (2), the pronoun *it* tells what Sheila moved.
- These objects answer the questions *kissed whom?* and *moved what?*

A pronoun can also be the *object* of a preposition, a word like *to*, *for*, or *at*.*

- (3) The umpire stood between *us*.
- (4) Near *them*, the children played.

- In sentences (3) and (4), the pronouns *us* and *them* are the objects of the prepositions *between* and *near*.

Sometimes the prepositions *to* and *for* are understood, usually after words like *give*, *send*, *tell*, and *bring*.

- (5) I gave *her* the latest sports magazine.
- (6) Carver bought *him* a cowboy hat.

- In sentence (5), the preposition *to* is understood before the pronoun *her*: I gave *to her* . . .
- In sentence (6), the preposition *for* is understood before the pronoun *him*: Carver bought *for him* . . .

Pronouns That Show Possession

A pronoun can show *possession* or ownership.

- (1) Bill took *his* report and left.
- (2) The climbers spotted *their* gear on the slope.

- In sentences (1) and (2), the pronouns *his* and *their* show that Bill owns *his* report and that the climbers own *their* gear.

The chart below can help you review all the pronouns discussed in this part.

Pronoun Case Chart

Singular Pronouns			Plural Pronouns		
Subjective	Objective	Possessive	Subjective	Objective	Possessive
1st person: I	me	my (mine)	we	us	our (ours)
2nd person: you	you	your (yours)	you	you	your (yours)
3rd person:	he	his	they	them	their (theirs)
	she	her (hers)			
	it	its			

Practice 13

In the sentences below, underline the pronouns. Then, over each pronoun, write an *S* if the pronoun is in the subjective case, an *O* if it is in the objective case, and a *P* if it is in the possessive case.

EXAMPLE: *S* *P* *O*
 We sent our résumés; then the company invited us to go for interviews.

1. My best friend and I had our job interviews on the same day.
2. To prepare, we had attended a job interviewing workshop.
3. Until then, I hadn't realized the importance of a first impression.
4. Our workshop leader explained that we had to make a good first impression or we wouldn't get a chance to make a second.
5. A few days before my interview, I had my hair cut.
6. Tom helped me decide what to wear, and I helped him.
7. We looked very professional when we headed for the Astra Insurance Company.
8. I chew gum occasionally, and so does Tom, but we left our gum at home.

9. Tom was offered a job in customer service because he was polite and professional.
10. He asked thoughtful questions about the responsibilities of the job before he accepted it.
11. I was offered a trainee position in the accounting department.
12. To celebrate, we took our families out to dinner.

PART G

Choosing the Correct Case after AND or OR

When nouns or pronouns are joined by *and* or *or*, be careful to use the correct pronoun case after the *and* or the *or*.

(1) **Incorrect:** *Bob and her* have to leave soon.

- In sentence (1), the pronoun *her* should be in the *subjective case* because it is part of the subject of the sentence.

(2) **Revised:** *Bob and she* have to leave soon.

- Change *her* to *she*.

(3) **Incorrect:** The dean congratulated *Charles and I*.

- In sentence (3), the pronoun *I* should be in the *objective case* because it is the object of the verb *congratulated*.
- The dean congratulated *whom*? The dean congratulated *me*.

(4) **Revised:** The dean congratulated *Charles and me*.

- Change *I* to *me*.

(5) **Incorrect:** Is that letter for *them* or *he*?

- In sentence (5), both objects of the preposition *for* must be in the *objective case*.

What should *he* be changed to? _____

One simple way to make sure that you have the right pronoun case is to leave out the *and* or the *or*, and the word before it. You probably would not write these sentences:

- (6) **Incorrect:** *Her* have to leave soon.
- (7) **Incorrect:** The dean congratulated *I*.
- (8) **Incorrect:** Is that letter for *he*?

These sentences look and sound strange, and you would know that they have to be corrected.

Practice 14

Circle the correct pronoun in the parentheses. If the pronoun is a *subject*, use the *subjective case*. If the pronoun is the *object* of a verb or a preposition, use the *objective case*.

- Frieda and (I, me) were born in Bogotá, Colombia.
- My brother gave Kylee and (I, me) a ride to the subway.
- For (we, us), a swim in the ocean on a hot day is one of life's greatest joys.
- If it were up to Angelo and (she, her), they would spend all their time searching for out-of-print LPs.
- Our lab instructor expects Dan and (I, me) to hand in our report today.
- I'm going to the movies tonight with Yolanda and (she, her).
- The foreman chose Ellen and (he, him).
- Between you and (I, me), I don't like spinach.
- Robert and (he, him) have decided to go to Rocky Mountain National Park with Jacinto and (I, me).
- Either (he, him) or (she, her) must work overtime.

Practice 15

Revise the sentences in which the pronouns are in the wrong case. Write a C in the blank next to each sentence that is correct.

- Annie and me enjoy going to the gym every day. _____
- Her and me have tried every class, from kickboxing to spinning. _____
- Between you and I, I favor hydrobox, which is kickboxing in water. _____
- Us and our friends also use the pool for water aerobics. _____
- On cold days, however, they and I prefer step classes to keep warm. _____
- Stationary cycling sometimes feels boring to Annie and I. _____

7. On the other hand, it is a good time for she and I to daydream. _____
8. Annie favors body pump classes, but I think she likes the instructor. _____
9. I am not sure whether him or weightlifting makes her sweat so much. _____
10. Talking day and night about our aching muscles gives her and me
mouth and jaw exercise too. _____

PART H

Choosing the Correct Case in Comparisons

Pronouns in comparisons usually follow *than* or *as*.

- (1) Ferdinand is taller *than* I.
- (2) These guidelines help you as much *as* me.

- In sentence (1), the comparison is completed with a pronoun in the subjective case, *I*.
- In sentence (2), the comparison is completed with a pronoun in the objective case, *me*.

- (1) Ferdinand is taller than I . . . (am tall).
- (2) These guidelines help you as much as . . . (they help) . . . me.

- A comparison is really a kind of shorthand that omits repetitious words.

By completing the comparison mentally, you can choose the correct case for the pronoun.

BE CAREFUL: The case of the pronoun you place after *than* or *as* can change the meaning of the sentence.

- (3) Diana likes Tom more than I . . . (more than I like him).
- or*
- (4) Diana likes Tom more than *me* . . . (more than she likes *me*).

- Sentence (3) says that Diana likes Tom more than I like Tom.
- Sentence (4) says that Diana likes Tom more than she likes me.*

*For more work on comparisons, see Chapter 17, Part C.

Practice 16

Circle the correct pronoun in these comparisons.

1. You exercise more often than (I, me).
2. The movie scared us more than it did (he, him).
3. Diego eats dinner earlier than (I, me).
4. She ran a better campaign for the local school board than (he, him).
5. Stan cannot memorize vocabulary words faster than (he, him).
6. The ringing of a telephone disturbs her more than it disturbs (they, them).
7. They may think they are sharper than (she, her), but wait until they tangle with her and find out the truth.
8. I hate doing laundry more than (they, them).
9. Sometimes our children are more mature than (we, us).
10. Remembering birthdays seems easier for me than for (he, him).

Practice 17

Revise only those sentences in which the pronoun after the comparison is in the wrong case. Write a C in the blank next to each correct sentence.

1. Ben walked to Death Valley more slowly than us. _____
2. Jean can sing Haitian folk songs better than me. _____
3. Nobody, but nobody, can whistle louder than she. _____
4. Sarah was surprised that Joyce paid more than her for a ticket. _____
5. In a crisis, you can reach us sooner than you can reach them. _____
6. Before switching jobs, I wanted to know if Rose would be as good a supervisor as him. _____
7. The night shift suits her better than I. _____
8. Antoinette is six feet tall; no one on the loading dock is taller than her. _____

Practice 18

On separate paper, write three sentences using comparisons that are completed with pronouns. Choose each pronoun case carefully.

PART I Using Pronouns with -SELF and -SELVES

Pronouns with *-self* and *-selves* are used in two ways.

(1) José admired *himself* in the mirror.

- In sentence (1), José did something to *himself*; he admired *himself*. In this sentence, *himself* is called a *reflexive* pronoun.

(2) The teacher *herself* thought the test was too difficult.

- In sentence (2), *herself* emphasizes the fact that the teacher—much to her surprise—found the test too hard. In this sentence, *herself* is called an *intensive* pronoun.

This chart will help you choose the right reflexive or intensive pronoun.

	Antecedent	Reflexive or Intensive Pronoun
Singular	I	myself
	you	yourself
	he	himself
	she	herself
	it	itself
Plural	we	ourselves
	you	yourselves
	they	themselves

Note that in the plural *-self* is changed to *-selves*.

Practice 19

Write the correct reflexive or intensive pronoun in each sentence. Be careful to match the pronoun with the antecedent.

EXAMPLES: I should have stopped myself.

Roberta herself made this bracelet.

1. We built all the cabinets _____.
2. He _____ was surprised to discover that he had a green thumb.
3. Did you give _____ a party after you graduated?
4. Rick, look at _____ in the mirror!
5. Don't bother; Don and André will hang the pictures _____.
6. The trainer _____ was amazed at the progress the athletes had made.
7. Sonia found _____ in a difficult situation.
8. These new lamps turn _____ on and off.
9. The oven cleans _____.
10. Because he snores loudly, he wakes _____ up several times each night.

Practice 20

On separate paper, write three sentences, using either a reflexive or an intensive pronoun in each.

Practice 21 Writing Assignment

In a small group, discuss the factors that seem absolutely necessary for a successful marriage or long-term relationship. As a group, brainstorm for four or five key factors.

Now imagine that a friend with very little experience has asked you for written advice about relationships. Each member of the group should choose just one of the factors and write a letter to this person. Explain in detail why this factor—for example, honesty or mutual respect—is so important to a good relationship.

Read the finished letters to one another. Which letters give the best advice or are the most convincing? Why? Exchange letters with a partner, checking for the correct use of pronouns.

✓ Chapter Highlights

- A pronoun takes the place of or refers to a noun or another pronoun:

Louise said that *she* would leave work early.

- The word that a pronoun refers to is its antecedent:

I have chosen *my* seat for the concert.
(*I* is the antecedent of *my*.)

- A pronoun that refers to an indefinite pronoun or a collective noun should be singular:

Everyone had cleared the papers off *his* or *her* desk.

The *committee* will give *its* report Friday.

- A pronoun after *and* or *or* is usually in the subjective or objective case:

Dr. Smythe and *she* always work as a team. (*subjective*)

The bus driver wouldn't give the map to Ms. Tallon or *me*.
(*objective*)

- Pronouns in comparisons usually follow *than* or *as*:

Frank likes Sally more than *I*.
(*subjective*: . . . more than I like Sally)

Frank likes Sally more than *me*.
(*objective*: . . . more than he likes me)

- A pronoun ending in *-self* (singular) or *-selves* (plural) may be used as a reflexive or an intensive pronoun. A reflexive pronoun shows that someone did something to himself or to herself; an intensive pronoun is used for emphasis:

On his trip, Martin bought nothing for *himself*.

The musicians *themselves* were almost late for the street fair.

Chapter Review

Proofread the following essay for pronoun errors. Cross out any incorrect, vague, or repetitious pronouns, and make your corrections above the lines. Use nouns to replace vague pronouns.

A New Beginning

(1) Martha Andrews, she was a good student in high school. (2) After graduation, she found a job as a bank teller in order to save money for college. (3) She liked her job because she knew her regular customers and enjoyed handling his or her business. (4) When she was nineteen, Patrick Kelvin, another teller, and her fell in love and married. (5) By the time she was twenty-two, she had become the mother of three children. (6) Martha's plans for college faded.

(7) As her fortieth birthday approached, Martha began thinking about going to college to study accounting; however, she had many fears. (8) Would she remember how to study after so many years? (9) Would the younger students be smarter than her? (10) Would she feel out of place with them? (11) Worst of all, her husband, he worried that Martha would neglect him. (12) He thought that everyone who went to college forgot their family. (13) He also feared that Martha would be more successful than him.

(14) One of Martha's children, who attended college himself, encouraged her. (15) With his help, Martha got the courage to visit Middleton College. (16) In the admissions office, they told her that older students were valued at Middleton. (17) Older students often enriched classes because he or she brought a wealth of life experiences with them. (18) Martha also learned that the college had a special program to help their older students adjust to school.

(19) Martha enrolled in college the next fall. (20) To their credit, her and her husband soon realized that they had made the right decision.

CHAPTER 17

Adjectives and Adverbs

PART A *Defining and Writing Adjectives and Adverbs*

PART B *A Troublesome Pair: GOOD/WELL*

PART C *Writing Comparatives*

PART D *Writing Superlatives*

PART E *Troublesome Comparatives and Superlatives*

PART F *Demonstrative Adjectives: THIS/THAT and THESE/THOSE*

PART A

Defining and Writing Adjectives and Adverbs

Adjectives and adverbs are two kinds of descriptive words. An *adjective* describes a noun or a pronoun. It tells *which one*, *what kind*, or *how many*.

- (1) The *red* coat belongs to me.
- (2) He looks *healthy*.

- In sentence (1), the adjective *red* describes the noun *coat*.
- In sentence (2), the adjective *healthy* describes the pronoun *he*.

An *adverb* describes a verb, an adjective, or another adverb. Adverbs often end in *-ly*. They tell *how*, to *what extent*, *why*, *when*, or *where*.

- (3) Laura sings *loudly*.
- (4) My biology instructor is *extremely* short.
- (5) Lift this box *very* carefully.

- In sentence (3), *loudly* describes the verb *sings*. How does Laura sing? She sings *loudly*.
- In sentence (4), *extremely* describes the adjective *short*. How short is the instructor? *Extremely* short.
- In sentence (5), *very* describes the adverb *carefully*. How carefully should you lift the box? *Very* carefully.

Practice 1

Complete each sentence with an appropriate adjective from the list below.

funny	orange	sarcastic	energetic
old	tired	bitter	little

1. Janet is _____.
2. He often wears a(n) _____ baseball cap.
3. _____ remarks will be his downfall.
4. My daughter collects _____ movie posters.
5. This coffee tastes _____.

Practice 2

Complete each sentence with an appropriate adverb from the list below.

quietly	loudly	wildly	convincingly
madly	quickly	constantly	happily

1. The waiter _____ cleaned the table.
2. Mr. Huff whistles _____.
3. The lawyer spoke _____.
4. They charged _____ down the long hallway.
5. _____, he entered the rear door of the church.

Many adjectives can be changed into adverbs by adding an *-ly* ending. For example, *glad* becomes *gladly*, *thoughtful* becomes *thoughtfully*, and *wise* becomes *wisely*.

Be especially careful of the adjectives and adverbs in this list; they are easily confused.

Adjective	Adverb	Adjective	Adverb
awful	awfully	quiet	quietly
bad	badly	real	really
poor	poorly	sure	surely
quick	quickly		

(6) This chair is a *real* antique.

(7) She has a *really* bad sprain.

- In sentence (6), *real* is an adjective describing the noun *antique*.
- In sentence (7), *really* is an adverb describing the adjective *bad*. How bad is the sprain? The sprain is *really* bad.

Practice 3

Change each adjective in the left-hand column into its adverb form.*

Adjective	Adverb
EXAMPLE: You are polite.	You answer <u>politely</u> .
1. She is honest.	1. She responds _____.
2. They are loud.	2. They sing _____.
3. It is easy.	3. It turns _____.
4. We are careful.	4. We decide _____.
5. He is creative.	5. He thinks _____.
6. She was quick.	6. She acted _____.
7. It is perfect.	7. It fits _____.
8. It is real.	8. It is _____ hot.
9. He is eager.	9. He waited _____.
10. We are joyful.	10. We watch _____.

*If you have questions about spelling, see Chapter 18, Part F.

Practice 4

Circle the adjective or adverb form of the word in parentheses.

EXAMPLE: The office is (quiet) quietly) on a snowy Sunday afternoon.

1. On the couch, a young man snores (noisy, noisily).
2. A (tired, tiredly) young woman slumps in a chair.
3. (Sudden, Suddenly), the telephone rings.
4. Grunting (sleepy, sleepily), the man rolls over.
5. By the time he answers the phone, he is (full, fully) awake.
6. He takes notes (hasty, hastily) and nods to his partner.
7. She puts on her (official, officially) jacket and grabs her bag of tools.
8. This is another (typical, typically) call for two (high, highly) skilled technicians.
9. The man rereads his notes aloud while the panel truck moves (quick, quickly) through the streets.
10. In a (calm, calmly) voice, the man describes the problem to his partner.
11. Sam and Terri Phillips have been (anxious, anxiously) awaiting their arrival.
12. They point (sad, sadly) to the blank TV screen and say, "The game starts in exactly one hour."
13. The technicians examine the set (careful, carefully); the problem is not a (serious, seriously) one.
14. In fifty-five minutes, the screen is (bright, brightly) lit, and the game is about to begin.
15. "Another job well done," they whisper (happy, happily) to each other as they leave.

Practice 5

On separate paper, write sentences using the following adjectives and adverbs: *quick/quickly, bad/badly, glad/gladly, real/really, easy/easily.*

EXAMPLES: (*cheerful*) You are cheerful this morning.
 (*cheerfully*) You make breakfast cheerfully.

PART B*A Troublesome Pair: GOOD/WELL*

Unlike most adjectives, *good* does not add *-ly* to become an adverb; it changes to *well*.

- (1) **Adjective:** Peter is a *good* student.
 (2) **Adverb:** He writes *well*.

- In sentence (1), the adjective *good* describes or modifies *student*.
- In sentence (2), the adverb *well* describes or modifies *writes*.

Note, however, that *well* can be used as an adjective to mean *in good health*—for example, *He felt well after his long vacation*.

Practice 6

Write either *good* or *well* in each sentence.

EXAMPLE: Charles plays ball very well.

1. Lorelle is a _____ pilot.
2. She handles a plane _____.
3. How _____ do you understand virtual reality?
4. Pam knows my bad habits very _____.
5. It is a _____ thing we ran into each other.
6. Brian works _____ with other people.
7. How _____ or how badly did you do at the tryouts?
8. Were the cherry tarts _____ or tasteless?
9. Denzel Washington is not just a _____ actor; he's a great one.
10. These plants don't grow very _____ in the sunlight.
11. Carole doesn't look as though she takes _____ care of herself.
12. He asked _____ questions at the meeting, and she answered them _____.

PART C**Writing Comparatives**

- (1) John is *tall*.
 (2) John is *taller* than Mike.

- Sentence (1) describes John with the adjective *tall*, but sentence (2) *compares* John and Mike in terms of how tall they are: John is the *taller* of the two.

Taller is called the *comparative* of *tall*.

Use the comparative when you want to compare two people or things.

To Form Comparatives

Add *-er* to adjectives and adverbs that have *one syllable*.*

short	shorter
fast	faster
thin	thinner

Place the word *more* before adjectives and adverbs that have *two or more syllables*:

foolish	more foolish
rotten	more rotten
happily	more happily

Practice 7

Write the comparative form of each word. Either add *-er* to the word or write *more* before it. Never add both *-er* and *more*!

EXAMPLES: _____ fresh *er* _____
 _____ *more* willing _____

- | | |
|----------------------------|-------------------------|
| 1. _____ fast _____ | 5. _____ thick _____ |
| 2. _____ interesting _____ | 6. _____ foolish _____ |
| 3. _____ hopeful _____ | 7. _____ valuable _____ |
| 4. _____ sweet _____ | 8. _____ cold _____ |

Here is one important exception to the rule that two-syllable words use *more* to form the comparative:

*For questions about spelling, see Chapter 18, Part D.

To show the comparative of two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-er*.*

cloudy	cloudier
sunny	sunnier

Practice 8

Write the comparative form of each adjective.

EXAMPLE: happy happier

- | | |
|-------------------|-----------------|
| 1. shiny _____ | 5. fancy _____ |
| 2. friendly _____ | 6. lucky _____ |
| 3. lazy _____ | 7. lively _____ |
| 4. easy _____ | 8. crazy _____ |

Practice 9

The following incorrect sentences use both *more* and *-er*. Decide which one is correct, and write your revised sentences on the lines provided.

REMEMBER: Write comparatives with either *more* or *-er*—not both!

EXAMPLES: Jan is more younger than her brother.

Jan is younger than her brother.

I feel more comfortabler in this chair than on the couch.

I feel more comfortable in this chair than on the couch.

1. Her new boss is more fussier than her previous one.

2. The trail was more rockier than we expected.

3. The people in my new neighborhood are more friendlier than those in my old one.

4. Magda has a more cheerfuler personality than her sister.

5. I have never seen a more duller TV program than this one.

*For questions about spelling, see Chapter 18, Part G.

6. The audience at this theater is more noisier than usual.

7. His jacket is more newer than Rudy's.

8. If today is more warmer than yesterday, we'll picnic on the lawn.

Practice 10

On separate paper, write sentences using the comparative form of the following adjectives or adverbs: *dark, cloudy, fortunate, slowly, wet*.

EXAMPLE: (*funny*) This play is funnier than the one we saw last week.

PART D

Writing Superlatives

- (1) Tim is the *tallest* player on the team.
- (2) Juan was voted the *most useful* player.

- In sentence (1), Tim is not just *tall* or *taller than* someone else; he is the *tallest* of all the players on the team.
- In sentence (2), Juan was voted the *most useful* of all the players.

Tallest and most useful are called superlatives.

Use the superlative when you wish to compare more than two people or things.

To Form Superlatives

Add *-est* to adjectives and adverbs of *one syllable*:

short	shortest
-------	----------

Place the word *most* before adjectives and adverbs that have *two or more syllables*:

foolish	most foolish
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Exception: With two-syllable adjectives ending in *-y*, change the *y* to *i* and add *-est*.*

happy	happiest
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*For questions about spelling, see Chapter 18, Part G.

Practice 11

Write the superlative form of each word. Either add *-est* to the word or write *most* before it; do not do both.

EXAMPLES: _____ tall *est* _____
 most _____ ridiculous _____

- | | |
|--------------------------|----------------------------|
| 1. _____ loud _____ | 6. _____ wild _____ |
| 2. _____ colorful _____ | 7. _____ practical _____ |
| 3. _____ brave _____ | 8. _____ frightening _____ |
| 4. _____ strong _____ | 9. _____ green _____ |
| 5. _____ brilliant _____ | 10. _____ hazy _____ |

Practice 12

The following incorrect sentences use both *most* and *-est*. Decide which one is correct, and write your revised sentences on the lines provided.

REMEMBER: Write superlatives with either *most* or *-est*—not both!

EXAMPLES: Jane is the most youngest of my three children.

Jane is the youngest of my three children.

He is the most skillfulest guitarist in the band.

He is the most skillful guitarist in the band.

- My nephew is the most thoughtfulest teenager I know.

- The World Trade Center towers are the most tallest buildings in New York City.

- This baby makes the most oddest gurgling noises we have ever heard.

- Jackie always makes us laugh, but she is most funniest when she hasn't had enough sleep.

- When I finally started college, I was the most eagerest student on campus.

- Ms. Dross raises the most strangest reptiles in her basement.

7. This peach is the most ripest in the basket.

8. He thinks that the most successfulest people are just lucky.

PART E

Troublesome Comparatives and Superlatives

These comparatives and superlatives are some of the trickiest you will learn:

		Comparative	Superlative
Adjective:	good	better	best
Adverb:	well	better	best
Adjective:	bad	worse	worst
Adverb:	badly	worse	worst

Practice 13

Fill in the correct comparative or superlative form of the word in parentheses. REMEMBER: *Better* and *worse* compare *two* persons or things. *Best* and *worst* compare three or more persons or things.

EXAMPLES: Is this report better (good) than my last one?
(Here two reports are compared.)

It was the worst (bad) movie I have ever seen.
(Of *all* movies, it was the *most* awful.)

- He likes jogging _____ (well) than running.
- I like country and western music _____ (well) of all.
- Bob's motorcycle rides _____ (bad) now than it did last week.
- That is the _____ (bad) joke Molly has ever told!
- The volleyball team played _____ (badly) than it did last year.
- He plays the piano _____ (well) than he plays the guitar.
- The traffic is _____ (bad) on Fridays than on Mondays.
- That was the _____ (bad) cold I have had in years.
- Sales are _____ (good) this year than last.

10. He is the _____ (good) mechanic in the shop.
11. Last year's drought was the _____ (bad) one in decades.
12. Do you take this person for _____ (good) or for
_____ (bad)?

PART F

Demonstrative Adjectives: THIS/THAT and THESE/THOSE

This, that, these, and those are called *demonstrative adjectives* because they point out, or demonstrate, which noun is meant.

- (1) I don't trust *that* wobbly front wheel.
 (2) *Those* toys are not as safe as their makers claim.

- In sentence (1), *that* points to a particular wheel, the wobbly front one.
- In sentence (2), *those* points to a particular group of toys.

Demonstrative adjectives are the only adjectives that change to show singular and plural:

Singular	Plural
this book	these books
that book	those books

This and *that* are used before singular nouns; *these* and *those* are used before plural nouns.

Practice 14

In each sentence, circle the correct form of the demonstrative adjective in parentheses.

1. (This, These) corn flakes taste like cardboard.
2. Mr. Lathorpe is sure (this, these) address is correct.
3. You can find (that, those) maps in the reference room.
4. Can you catch (that, those) waiter's eye?
5. I can't imagine what (that, those) gadgets are for.
6. We prefer (this, these) tennis court to (that, those) one.

7. The learning center is in (that, those) gray building.
8. (These, This) biography tells the story of Charles Curtis, the first Native American elected to the Senate.

Practice 15 Writing Assignment

Sports figures and entertainers can be excellent role models. Sometimes, though, they can be bad examples and teach the wrong lessons. For example, some athletes and entertainers have been convicted of drug possession, spousal abuse, or assault.

Assume that you are concerned that your child or sibling is being negatively influenced by one of these figures. Write a “fan letter” to this person explaining the bad influence he or she is having on young people—in particular, your child or sibling. Convince him or her that being in the spotlight is a serious responsibility and that a positive change in behavior could help many young fans.

Brainstorm, freewrite, or cluster to generate ideas and examples to support your concern. Check your letter for the correct use of adjectives and adverbs.

✓ Chapter Highlights

- **Most adverbs are formed by adding *-ly* to an adjective:**
 quick/quickly bright/brightly *but* good/well
- **Comparative adjectives and adverbs compare two persons or things:**
 I think that Don is *happier* than his brother.
 Laura can balance a checkbook *more quickly* than I can.
- **Superlative adjectives and adverbs compare more than two persons or things:**
 Last night, Ingrid had the *worst* headache of her life.
 That was the *most carefully* prepared speech I have ever heard.
- **The adjectives *good* and *bad* and the adverbs *well* and *badly* require special care in the comparative and the superlative:**
 good/better/best
 bad/worse/worst
 well/better/best
 badly/worse/worst
- **Demonstrative adjectives can be singular or plural:**
this/that (chair)
these/those (chairs)

Chapter Review

Proofread these paragraphs for adjective and adverb errors. Cross out the errors, and correct them above the lines.

A. (1) The most famousest comet, Halley's comet, appears regular every seventy-six years. (2) This mass of gas and dust has caused panic and fear because its appearance has often coincided with the baddest events in history. (3) During the Middle Ages, people believed that Halley's comet was a surely omen of destruction. (4) The most silly notions about Halley's comet came about during its 1910 appearance when people bought pills and bottled oxygen to protect themselves. (5) Although that sounds real foolish, they believed that poisonous gas was contained in the comet's brilliantly tail. (6) Despite the most wildest superstitions, Halley's comet has given us more better information about comets and our solar system.

B. (1) One of the real inspirational stories of our times is the story of Lance Armstrong. (2) In 1993, Armstrong became the World Cycling champion. (3) In 1999, he won the 2,287-mile Tour de France, the world's most greatest bike race. (4) Between those two events, however, he won something that was even more importanter.

(5) In 1996, Lance Armstrong was diagnosed with testicular cancer. (6) The cancer spread to his brain, abdomen, and lungs. (7) He was given only a 40 percent chance of surviving and even worsor odds of ever returning to biking. (8) According to his doctors, however, he approached his cancer with the same skills he used for competitive sports: discipline, persistence, sacrifice. (9) Armstrong courageous went through brain surgery and incredibly painful chemotherapy, but he also continued training. (10) Two years later, he became only the second American to win the twenty-one-day Tour de France. (11) More stronger than ever, Armstrong finished seven minutes and thirty-seven seconds ahead of his most nearest competitor. (12) Astonishingly enough, he went on to win the Tour de France the following year and an Olympic bronze in 2000.

(13) Although some people believe that cancer is the worstest thing that can happen, Armstrong maintains that cancer is the most best thing that ever happened to him. (14) In his book, *It's Not about the Bike*, he writes that without those disease he would not have married or had a child. (15) When you face death, he says, your focus becomes really clear.

CHAPTER 18

Spelling

- PART A** *Suggestions for Improving Your Spelling*
- PART B** *Computer Spell Checkers*
- PART C** *Spotting Vowels and Consonants*
- PART D** *Doubling the Final Consonant (in Words of One Syllable)*
- PART E** *Doubling the Final Consonant (in Words of More Than One Syllable)*
- PART F** *Dropping or Keeping the Final E*
- PART G** *Changing or Keeping the Final Y*
- PART H** *Choosing IE or EI*
- PART I** *Commonly Misspelled Words*

PART A

Suggestions for Improving Your Spelling

One important ingredient of good writing is accurate spelling. No matter how interesting your ideas are, your writing will not be effective if your spelling is incorrect.

Tips for Improving Your Spelling

1. **Look closely at the words on the page.** Use any tricks you can to remember the right spelling. For example, “The *a*’s in *separate* are separated by an *r*,” or “*Dessert* has two *s*’s because you want two *desserts*.”
2. **Use a dictionary.** Even professional writers frequently check spelling in a dictionary. As you write, underline the words you are not sure of, and look them up when you write your final draft. If locating words in the dictionary is a real problem for you, consider a “poor speller’s dictionary.” Ask your professor to recommend one.
3. **Use a spell checker.** If you write on a computer, make a habit of using the spell-check software. See Part B for tips and cautions about spell checkers.
4. **Keep a list of the words you misspell.** Look over your list whenever you can, and keep it handy as you write.
5. **Look over corrected papers for misspelled words** (often marked *sp*). Add these words to your list. Practice writing each word three or four times.
6. **Test yourself.** Use flash cards or have a friend dictate words from your list or from this chapter.
7. **Review the basic spelling rules explained in this chapter.** Take time to learn the material; don’t rush through the entire chapter all at once.
8. **Study the spelling list on page 376,** and test yourself on those words.
9. **Read through Chapter 32, “Look-Alikes/Sound-Alikes,”** for commonly confused words (*their*, *there*, and *they’re*, for instance). The practices in that chapter will help you eliminate some common spelling errors from your writing.

PART B

Computer Spell Checkers

Almost all word-processing programs are equipped with a spell checker. A spell checker picks up spelling errors and gives you alternatives for correcting them. Your word-processing program may highlight misspelled words as you type. If it does not, get in the habit of using the spell checker as your first and last proofreading task.

Depending on your software program and the paper you are writing, determine the best ways to use the spell checker. For example, if your paper repeats an unusual name, you could add the name to the spell-check dictionary so that the name does not continually appear as a misspelled word. Another approach is to use the “ignore all” feature. If the name suddenly appears as a misspelled word, you’ve spelled the name differently that time.

What a spell checker cannot do is think. If you’ve typed one correctly spelled word for another—if for *it*, for example—the spell checker cannot bring that error to your attention. If you’ve written *then* for *than*, the spell checker cannot help.* To find such errors, you need to proofread your paper after using the spell checker.

If your word-processing program does not highlight misspelled words as you type, run a spell check after you’ve made all your corrections. If you’ve introduced a new error, the spell checker will let you know.

*For questions about words that sound the same but are spelled differently, check Chapter 4, “Look-Alikes/Sound-Alikes.”

Practice 1

In a small group, read this poem, which “passed” every spell check. Correct the errors that the spell check missed, and write them above the lines.

Eye halve a spelling check her,
 It came with my pea see.
 It clearly marques four my revue,
 Miss steaks eye kin knot sea.
 I strike a key and type a word
 And weight four it two say
 Weather eye am wrong oar write,
 It shows me strait aweigh.
 Whenever a mist ache is maid,
 It nose bee fore two long,
 And eye can put the error rite.
 Its rare lea ever wrong.
 I’ve run this poem threw it.
 I’m shore your please too no.
 Its letter perfect in it’s weigh.
 My checker tolled me sew.

PART C*Spotting Vowels and Consonants*

To learn some basic spelling rules, you must know the difference between vowels and consonants.

The vowels are *a, e, i, o, and u*.

The consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, and z*.

The letter *y* can be either a vowel or a consonant, depending on its sound.

happy, shy

- In each of these words, *y* is a vowel because it has a vowel sound: an *ee* sound in *happy* and an *i* sound in *shy*.

young, yawn

- In each of these words, *y* is a consonant because it has the consonant sound of *y*.

Practice 2

Write V for vowel or C for consonant in the space over each letter. Be careful of the *y*.

EXAMPLES: $\frac{C}{h}$ $\frac{V}{o}$ $\frac{C}{p}$ $\frac{V}{e}$ $\frac{C}{d}$
 $\frac{C}{s}$ $\frac{C}{t}$ $\frac{V}{a}$ $\frac{C}{r}$

1. $\frac{\quad}{t}$ $\frac{\quad}{h}$ $\frac{\quad}{e}$ $\frac{\quad}{r}$ $\frac{\quad}{e}$
2. $\frac{\quad}{j}$ $\frac{\quad}{u}$ $\frac{\quad}{m}$ $\frac{\quad}{p}$
3. $\frac{\quad}{r}$ $\frac{\quad}{e}$ $\frac{\quad}{l}$ $\frac{\quad}{y}$
4. $\frac{\quad}{y}$ $\frac{\quad}{a}$ $\frac{\quad}{m}$ $\frac{\quad}{s}$
5. $\frac{\quad}{h}$ $\frac{\quad}{i}$ $\frac{\quad}{d}$ $\frac{\quad}{d}$ $\frac{\quad}{e}$ $\frac{\quad}{n}$
6. $\frac{\quad}{s}$ $\frac{\quad}{i}$ $\frac{\quad}{l}$ $\frac{\quad}{v}$ $\frac{\quad}{e}$ $\frac{\quad}{r}$

PART D

Doubling the Final Consonant
(in Words of One Syllable)

When you add a suffix or ending that begins with a vowel (like *-ed*, *-ing*, *-er*, *-est*) to a word of one syllable, double the final consonant *if* the last three letters of the word are consonant-vowel-consonant, or *cvc*.

mop + ed = mopped
swim + ing = swimming
thin + est = thinnest
burn + er = burner

- *Mop*, *swim*, and *thin* all end in *cvc*; therefore, the final consonants are doubled.
- *Burn* does not end in *cvc*; therefore, the final consonant is not doubled.

Practice 3

Which of the following words double the final consonant? Check to see whether the word ends in *cvc*. Double the final consonant if necessary; then add the suffixes *-ed* and *-ing*.

	Word	Last Three Letters	-ed	-ing
EXAMPLES:	drop	<i>cvc</i>	<i>dropped</i>	<i>dropping</i>
	boil	<i>vvc</i>	<i>boiled</i>	<i>boiling</i>
	1. plan			
	2. brag			
	3. dip			
	4. sail			

Word	Last Three Letters	-er	-est
5. stop	_____	_____	_____
6. peel	_____	_____	_____

Practice 4

Which of the following words double the final consonant? Check for *cvc*. Then add the suffixes *-er* or *-est*.

	Word	Last Three Letters	-er	-est
EXAMPLES:	hot	<i>cvc</i>	hotter	hottest
	cool	<i>vvc</i>	cooler	coolest
	1. tall	_____	_____	_____
	2. short	_____	_____	_____
	3. fat	_____	_____	_____
	4. slim	_____	_____	_____
	5. wet	_____	_____	_____
	6. dry	_____	_____	_____

Practice 5

Which of the following words double the final consonant? Check for *cvc*. Then add the suffixes *-ed* or *-ing*.

Basketball's Clown Princes

- (1) The Harlem Globetrotters, organized in 1927, are the longest-
 _____ exhibition basketball team, but success and recognition
 run + ing
- did not come easily. (2) _____ red, white, and blue uniforms and
 Don + ing
- _____ over rough roads in an old beat-up car, the Globetrotters
 bump + ing
- _____ the Midwest, picking up games against local amateur teams.
 tour + ed
- (3) Although it had a _____ first season, _____ its oppo-
 win + ing beat + ing
- nents in 101 out of 117 games, the team _____ only about \$75 a game.
 earn + ed
- (4) At first, it _____ just like the other touring teams of that day,
 look + ed
- playing aggressive, straightforward basketball.

(5) When Inman Jackson joined it in 1929, however, he _____
add + ed

his sense of humor to the team. (6) He introduced _____ the ball on the
spin + ing

tip of one finger, _____ the ball between the players in outrageous fake-
flip + ing

out plays, and drop-kicking the ball toward the basket. (7) The Globetrotters soon
_____ that if they could entertain and amuse as well as win, they could
learn + ed

gain a _____ audience than any other team. (8) They _____
big + er cap + ed

their fourteenth season by winning the world championship against the Chicago
Bruins in overtime after being five points behind late in the game. (9) From then
on, the Globetrotters were _____ into the best arenas, _____
book + ed pair + ed

against the best teams, and treated like a first-class team.

(10) In recent years, the team has _____ in two feature films, faced
star + ed

numerous college all-star teams, toured the world several times, raised a fortune
for charity, and been the subject of a children's animated TV series. (11) The key to
the Harlem Globetrotters' _____ success has been its determination
great + est

in developing its unique style of brilliantly skillful basketball and hilarious
_____.
clown + ing

PART E

Doubling the Final Consonant (in Words of More Than One Syllable)

When you add a suffix that begins with a vowel to a word of more than one syllable, double the final consonant *if*

- (1) the last three letters of the word are *cvc*, and
- (2) the accent or stress is on the *last* syllable.

begin + ing = beginning

patrol + ed = patrolled

- *Begin* and *patrol* both end in *cvc*.
- In both words, the stress is on the last syllable: *be-gin'*, *pa-trol'*. (Pronounce the words aloud, and listen for the correct stress.)

- Therefore, *beginning* and *patrolled* double the final consonant.

gossip + ing = gossiping

visit + ed = visited

- *Gossip* and *visit* both end in *cvc*.
- However, the stress is *not* on the last syllable: *gos'-sip*, *vis'-it*.
- Therefore, *gossiping* and *visited* do not double the final consonant.

Practice 6

Which of the following words double the final consonant? First, check for *cvc*. Then check for the final stress, and add the suffixes *-ed* and *-ing*.

	Word	Last Three Letters	-ed	-ing
EXAMPLES:	repel	<u>cvc</u>	<u>repelled</u>	<u>repelling</u>
	enlist	<u>vcc</u>	<u>enlisted</u>	<u>enlisting</u>
	1. occur	<u> </u>	<u> </u>	<u> </u>
	2. happen	<u> </u>	<u> </u>	<u> </u>
	3. polish	<u> </u>	<u> </u>	<u> </u>
	4. commit	<u> </u>	<u> </u>	<u> </u>
	5. offer	<u> </u>	<u> </u>	<u> </u>
	6. prefer	<u> </u>	<u> </u>	<u> </u>
	7. exit	<u> </u>	<u> </u>	<u> </u>
	8. travel	<u> </u>	<u> </u>	<u> </u>
	9. wonder	<u> </u>	<u> </u>	<u> </u>
	10. omit	<u> </u>	<u> </u>	<u> </u>

Practice 7

Which of the following words double the final consonant? First check for *cvc*. Then check for the final stress, and add the suffixes *-ed* and *-ing*.

Martial Arts Magic

(1) Jackie Chan, the martial arts film star and director, _____ long
labor + ed

and hard for his success in movies. (2) When he was a child, his parents
_____ him in the Peking Opera Academy. (3) Unlike Western opera,
enroll + ed

Chinese opera is more like a circus that features acrobats, jugglers, and contortionists. (4) Throughout his film career, Chan has _____ on the tumbling
depend + ed

and gymnastic skills that he learned in those years at the academy. (5) When he graduated from the academy, Chinese opera was out of fashion, and he was _____ to take a job _____ stunts in martial arts films. (6)
compel + ed perform + ing

He _____ small parts in two of Bruce Lee's films and much larger parts
obtain + ed
in many other, unsuccessful pictures.

(7) Following Lee's death, a producer _____ that Jackie Chan
predict + ed
would be the new Bruce Lee and signed him to a multipicture contract. (8) After more unsuccessful films, Chan _____ to himself that he was getting
admit + ed

nowhere and considered retiring from movies entirely. (9) By a stroke of luck, another producer _____ him to star in the martial arts comedy *Snake in
borrow + ed*

the Eagle's Shadow. (10) Instead of trying to turn Chan into a poor copy of Bruce Lee, this producer _____ him to create a comic underdog character.
permit + ed

(11) The film was a huge success in Asia, and audiences _____ more
demand + ed
martial arts comedies and more Jackie Chan movies.

(12) Once Chan was a hit in the Far East, he _____ his time and
commit + ed
energy to breaking into the American film industry. (13) After several unsuccessful attempts in the 1980s, he eventually had a worldwide crossover hit with *Rumble in the Bronx* (with Toronto standing in for New York) in 1994.

(14) Following the success of *Rumble in the Bronx*, Chan announced that he _____ to make films in Hollywood and _____ to leave the
prefer + ed intend + ed

Far East. (15) Since that announcement, he has _____ audiences with hits
astonish + ed
such as *Operation Condor*, *Rush Hour*, and *Shanghai Noon*. (16) His performances have been so extraordinary that he has been _____ "a human special effect."
proclaim + ed

PART F*Dropping or Keeping the Final E*

When you add a suffix that begins with a vowel (like *-able*, *-ence*, or *-ing*), drop the final *e*.

When you add a suffix that begins with a consonant (like *-less*, *-ment*, or *-ly*), keep the final *e*.

write + ing = writing

pure + ity = purity

- *Writing* and *purity* both drop the final *e* because the suffixes *-ing* and *-ity* begin with vowels.

hope + less = hopeless

advertise + ment = advertisement

- *Hopeless* and *advertisement* keep the final *e* because the suffixes *-less* and *-ment* begin with consonants.

Here are some exceptions to memorize:

argument manageable

awful noticeable

courageous truly

judgment

Practice 8

Add the suffix shown to each word.

EXAMPLES: come + ing = coming

rude + ness = rudeness

- | | |
|---------------------------|----------------------------|
| 1. blame + less = _____ | 9. response + ible = _____ |
| 2. guide + ance = _____ | 10. rejoice + ing = _____ |
| 3. debate + able = _____ | 11. awe + ful = _____ |
| 4. motive + ation = _____ | 12. manage + er = _____ |
| 5. sincere + ly = _____ | 13. judge + ment = _____ |
| 6. desire + able = _____ | 14. fame + ous = _____ |
| 7. argue + ment = _____ | 15. grieve + ance = _____ |
| 8. home + less = _____ | |

Practice 9

Add the suffix shown to each word in parentheses. Write the correctly spelled word in each blank.

A Precious Resource

(1) Many people have _____ memories of _____ their first library card or _____ books for the first time at a local public library. (pleasure + able) (receive + ing) (choose + ing)

(2) _____ recognized as a _____ resource, the public library is _____ just as you might expect: as a collection of books and other materials supported by the public for public use. (Wide + ly) (price + less) (define + ed)

(3) Several New England towns claim the honor of _____ the first public money for a library. (contribute + ing)

(4) However, the first such library of meaningful size and influence—the first _____ public library—_____ in Boston, Massachusetts, in 1854. (fame + ous) (originate + ed)

(5) The Boston Public Library, with its _____ reference collection and its policy of _____ popular books, set the pattern for all public libraries _____ in the United States and Canada. (use + ful) (circulate + ing) (ultimate + ly) (create + ed)

(6) By the end of the nineteenth century, many state legislatures felt _____ for _____ taxes to support libraries. (response + ible) (raise + ing)

(7) They _____ that public libraries had an _____ role in _____ people with the best possible means of _____ their education. (recognize + ed) (extreme + ly) (value + able) (provide + ing) (continue + ing)

(8) Although public libraries today have much the same goal, they now offer a _____ number of resources and services. (true + ly) (admire + able)

(9) These include story hours for children, book discussion clubs for adults, lectures, art exhibits, literacy classes, and most recently, _____ training and _____. (compute + er) (guide + ance)

(10) Technology, of course, has _____ transformed the
(complete + ly)
_____ of the public library, as well as the way the library is
(manage + ment)
_____. (11) The most _____ changes— today's computerized
(use + ed) (notice + able)
catalogs and searchable databases—would _____ have been beyond
(sure + ly)
the wildest dreams of even the most _____ enthusiastic early
(sincere + ly)
public library supporters.

PART G

Changing or Keeping the Final Y

When you add a suffix to a word that ends in *-y*, change the *y* to *i* if the letter before the *y* is a consonant.

Keep the final *y* if the letter before the *y* is a vowel.

happy + ness = happiness

delay + ed = delayed

- The *y* in *happiness* is changed to *i* because the letter before the *y* is a consonant, *p*.
- However, the *y* in *delayed* is not changed to *i* because the letter before it is a vowel, *a*.

When you add *-ing* to words ending in *y*, always keep the *y*.

copy + ing = copying

delay + ing = delaying

Here are some exceptions to memorize:

day + ly = daily

pay + ed = paid

lay + ed = laid

say + ed = said

When the final *y* is changed to *i*, add *-es* instead of *-s*.

fly + es = flies

marry + es = marries

candy + es = candies

Practice 10

Add the suffix shown to each of the following words.

EXAMPLES: marry + ed = married

buy + er = buyer

1. cry + ed = _____

6. enjoy + able = _____

2. mercy + ful = _____

7. clumsy + ness = _____

3. worry + ing = _____

8. wealthy + est = _____

4. say + ed = _____

9. day + ly = _____

5. juicy + er = _____

10. merry + ly = _____

Practice 11

Add the suffixes in parentheses to each word.

1. lively (er) _____

4. study (es) _____

(est) _____

(ous) _____

(ness) _____

(ing) _____

2. beauty (fy) _____

5. busy (ness) _____

(ful) _____

(er) _____

(es) _____

(est) _____

3. grumpy (er) _____

6. try (es) _____

(est) _____

(ed) _____

(ly) _____

(al) _____

Practice 12

Add the suffix in parentheses to each word.

Winter Blues

(1) Although Kim _____ to ignore her feelings, she always felt
try (ed)

_____, _____, and _____ during
hungry (er) sleepy (er) angry (er) lonely (er)

the winter months of the year. (2) As part of her _____, she would go
deny (al)

about her _____ as usual, but she knew that she was no longer
busy (ness)

_____ her _____ surroundings or feeling _____.
enjoy (ing) beauty (ful) happy (ness)

(3) Then one day she read a magazine article that discussed several _____ of a medical condition called seasonal affective disorder, or study (es)

SAD. (4) Kim immediately _____ many _____ between identify (ed) similarity (es)

her own yearly mood changes and the symptoms that people with SAD _____.

(5) She learned that winter SAD is brought on _____ display (ed) primary (ly)

by a lack of exposure to light. (6) The article _____ that insufficient sun- say (ed)

shine, inadequate artificial light at home or at work, and even _____ mercy (lessly)

cloudy weather could trigger SAD.

(7) _____, Kim discovered that three or four different kinds of Happy (ly)

treatment are available. (8) The most severe cases—people who sleep more than

fourteen hours a day and still feel fatigued, for example—are usually cured by

_____ light therapy, which can be administered by a light-therapy day (ly)

clinic or by the patient under a doctor's supervision. (9) Medication, exercise,

and changes in diet are also effective in many cases. (10) Although Kim had

_____ treatment for so long, she didn't waste any time _____ delay (ed) pity (ing)

herself. (11) She immediately telephoned the Center for Environmental

_____ in Colorado and the Depression and Related Affective Disorders Therapy (es)

Association in Maryland for a list of SAD clinics and for more information and

support. (12) Within a short time, she had received information from both

_____ about a light-therapy clinic near her, and she was beginning to agency (es)

experience her _____ winter in years. healthy (est)

PART H**Choosing IE or EI**

Write *i* before *e*, except after *c*, or in any *ay* sound like *neighbor*:

niece, believe
conceive
weigh

- *Niece* and *believe* are spelled *ie*.
- *Conceive* is spelled *ei* because of the preceding *c*.
- *Weigh* is spelled *ei* because of its *ay* sound.

However, words with a *shen* sound are spelled with an *ie* after the *c*: *ancient*, *conscience*, *efficient*, *sufficient*.

Here are some exceptions to memorize:

either	seize
foreign	society
height	their
neither	weird

Practice 13

Pronounce each word out loud. Then fill in the blanks with either *ie* or *ei*.

- | | |
|---------------|----------------|
| 1. f ___ ld | 6. s ___ ze |
| 2. w ___ ght | 7. rec ___ ve |
| 3. n ___ ther | 8. br ___ f |
| 4. w ___ rd | 9. h ___ ght |
| 5. ch ___ f | 10. ach ___ ve |

Practice 14

In the following sentences, write either *ie* or *ei* in the blanks.

(1) The story is anc ___ nt history, but I can't bel ___ ve how easy it is for parents to rel ___ ve a child's gr ___ f. (2) My n ___ ce Paula was staying with me while her mother and father took a br ___ f vacation. (3) She was ___ ght years old and a bundle of energy. (4) All day Saturday, we played baseball in a n ___ ghbor's f ___ ld, so we were tired at the end of the afternoon—at least I was! (5) That night there was a f ___ rce storm. (6) My ch ___ f fear was that the lights would go out because I knew that Paula was afraid of the dark. (7) At the h ___ ght of the storm, I effic ___ ntly got out a flashlight and candles. (8) That's all Paula needed to see! (9) She immediately burst into worr ___ d tears. (10) I

tr ___ d to calm her; I cut us each a p ___ ce of p _____. (11) However, n ___ ther I nor my dog, who climbed into her lap, could console her. (12) Suddenly the phone rang; Paula ran to it and picked up the rec ___ ver. (13) Her parents were calling, and just hearing th ___ r voices made her feel much better. (14) Within seconds, she was her cheery, fr ___ ndly self again. (15) I just stared in amazement.

PART I

Commonly Misspelled Words

Below is a list of commonly misspelled words. They are words that you probably use daily in speaking and writing. Each word has a trouble spot, the part of the word that is often spelled incorrectly. The trouble spot is in bold type.

Two tricks to help you learn these words are (1) to copy each word twice, underlining the trouble spot, and (2) to copy the words on flash cards and have someone else test you.

If possible, consult this list while or after you write.

- | | | |
|-------------------------|------------------------|-----------------------|
| 1. across | 26. grammar | 51. possible |
| 2. address | 27. height | 52. prefer |
| 3. answer | 28. illegal | 53. prejudice |
| 4. argument | 29. immediately | 54. privilege |
| 5. athlete | 30. important | 55. probably |
| 6. beginning | 31. integration | 56. psychology |
| 7. behavior | 32. intelligent | 57. pursue |
| 8. calendar | 33. interest | 58. reference |
| 9. career | 34. interfere | 59. rhythm |
| 10. conscience | 35. jewelry | 60. ridiculous |
| 11. crowded | 36. judgment | 61. separate |
| 12. definite | 37. knowledge | 62. similar |
| 13. describe | 38. maintain | 63. since |
| 14. desperate | 39. mathematics | 64. speech |
| 15. different | 40. meant | 65. strength |
| 16. disappoint | 41. necessary | 66. success |
| 17. dis approve | 42. nervous | 67. surprise |
| 18. doesn't | 43. occasion | 68. taught |
| 19. eighth | 44. opinion | 69. temperature |
| 20. embarrass | 45. optimist | 70. thorough |
| 21. environ ment | 46. particular | 71. thought |
| 22. exag gerate | 47. perform | 72. tired |
| 23. familiar | 48. perhaps | 73. until |
| 24. finally | 49. personnel | 74. weight |
| 25. government | 50. possess | 75. written |

Personal Spelling List

In your notebook, keep a list of words that *you* misspell. Add words to your list from corrected papers and from the exercises in this chapter. First, copy each word as you misspelled it, underlining the trouble spot; then write the word correctly. Use the following form. Study your list often.

	As I Wrote It	Correct Spelling
1.	<u>dissapointed</u>	<u>disappointed</u>
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____

Practice 15 Writing Assignment

Success can be defined in many different ways. In a small group, discuss what the term *success* means to you. Is it a rewarding career, a happy family life, lots of money? Offer as many different definitions of success as you can.

Now pick the definition that most appeals to you and write a paragraph explaining what success is. You may wish to use people in the news or friends to support your main idea. Proofread your work for accurate spelling, especially the words covered in this chapter. Finally, exchange papers and read each other's work. Did your partner find any spelling errors that you missed?

✓ Chapter Highlights

- Double the final consonant in one-syllable words that end in *cvc*:
hop/hopped swim/swimming
- Double the final consonant in words of more than one syllable if they end in *cvc* and if the stress is on the last syllable:
begin/beginning prefer/preferred
- Keep the final *e* when adding a suffix that begins with a consonant:
hope/hopeful time/timely
- Drop the final *e* when adding a suffix that begins with a vowel:
hope/hoping time/timer
- Keep the final *y* when adding a suffix if the letter before the *y* is a vowel:
buy/buying delay/delayed
- Change the *y* to *i* when adding a suffix if the letter before the *y* is a consonant:
happy/happiest pity/pitiful
- Write *i* before *e*, except after *c*, or in any *ay* sound like *neighbor*:
believe, niece, *but* receive, weigh
- Remember that there are exceptions to all of these rules. Check a dictionary whenever you are uncertain.

Chapter Review

Proofread this essay for spelling errors. Correct the errors above the lines.

The Magic of Dolphins

(1) According to most people who have done it, swimming with dolphins is an amazing experience. (2) People report feeling magically uplifted or filled with joy. (3) They come away from the encounter feeling totally refreshed; supprisingly enough, some even feel reborn. (4) In fact, doctors and psychologists have maintaned for years that dolphin-assisted therapy greatly improves the

condition of their patients. (5) What is it about dolphins that seems to raise human beings to greater heights?

(6) The answer probably has to do with the animals' powerful sonar. (7) Dolphins use this sonar to scan the environment around them. (8) The sonar is so precise that it can locate a shark half a mile away and determine whether its stomach is full or empty. (9) According to scientific studies, after someone swims with dolphins, the left and right sides of the person's brain are in much greater harmony. (10) The brain functions much more efficiently than usual. (11) In the opinion of many experts, the sonar boosts the production of infection-fighting cells and also releases deep-relaxation hormones.

(12) Some people have definitely experienced the sonar. (13) They felt as if they were being zapped by electricity. (14) Some reported lightheadedness followed by deep calm. (15) For many people, however, playing in the water nose to nose or eye to eye with a dolphin and sensing that the animal is truly communicating with them is an incredible high in itself, sonar or no sonar!

Commas

PART A *Commas after Items in a Series*

PART B *Commas after Introductory Phrases*

PART C *Commas for Direct Address*

PART D *Commas to Set Off Appositives*

PART E *Commas for Parenthetical Expressions*

PART F *Commas for Dates*

PART G *Commas for Addresses*

PART H *Commas for Coordination and Subordination*

The comma is a pause. It gives your reader a chance to stop for a moment to think about where your sentence has been and where it is going, and to prepare to read on.

Although this chapter will cover some basic uses of the comma, always keep this generalization in mind: If there is no reason for a comma, leave it out!

PART A

Commas after Items in a Series

(1) I like apples, oranges, and pears.

- What three things do I like? _____, _____, and _____

Use commas to separate three or more items in a series.

(2) We will walk through the park, take in a film, and visit a friend.

- What three things will we do? _____,
_____, and _____

(3) She loves to explore new cultures sample different foods and learn foreign languages.

- In sentence (3), what are the items in the series?

_____, _____,
and _____

- Punctuate sentence (3).

However, if you want to join three or more items with *and* or *or* between the items, do not use commas.

(4) She plays tennis *and* golf *and* softball.

- Note that commas are not used in sentence (4).

Practice 1

Punctuate these sentences correctly.

1. I can't find my shoes my socks or my hat!
2. Sylvia Eric and James have just completed a course in welding.
3. Over lunch, they discussed new accounts marketing strategy and motherhood.
4. Frank is in Florida Bob is in Brazil and I am in the bathtub.
5. On Sunday, we repaired the porch cleaned the basement and shingled the roof.
6. The exhibit will include photographs diaries and love letters.
7. Spinning kickboxing and Tai Chi have become very popular recently.
8. Paula hung her coat on the hook Henry draped his jacket over her coat and
Sonia threw her scarf on top of the pile.

Practice 2

On separate paper, write three sentences, each containing three or more items in a series. Punctuate correctly.

PART B*Commas after Introductory Phrases*

- (1) By the end of the season, our local basketball team will have won thirty games straight.

- *By the end of the season* introduces the sentence.

An introductory phrase is usually followed by a comma.

- (2) On Thursday we left for Hawaii.

However, a very short introductory phrase, like the one in sentence (2), need not be followed by a comma.

Practice 3

Punctuate these sentences correctly. One sentence is already punctuated correctly.

1. During the rainstorm we huddled in a doorway.
2. Every Saturday at 9 p.m. she carries her telescope to the roof.
3. After their last trip Fred and Nita decided on separate vacations.
4. The first woman was appointed to the U.S. Supreme Court in 1981.
5. By the light of the moon we could make out a dim figure.
6. During the coffee break George reviewed his psychology homework.
7. In the deep end of the pool he found three silver dollars.
8. In almost no time they had changed the tire.

Practice 4

On separate paper, write three sentences using introductory phrases. Punctuate correctly.

PART C*Commas for Direct Address*

- (1) Bob, you must leave now.
- (2) You must, Bob, leave now.
- (3) You must leave now, Bob.
- (4) Don't be surprised, old buddy, if I pay you a visit very soon.

- In sentences (1), (2), and (3), Bob is the person spoken to; he is being *addressed directly*.
- In sentence (4), *old buddy* is being *addressed directly*.

The person addressed directly is set off by commas wherever the direct address appears in the sentence.

Practice 5

Circle the person or persons directly addressed, and punctuate the sentences correctly.

1. I am happy to inform you Mr. Forbes that you are the father of twins.
2. We expect to return on Monday Miguel.
3. It appears my friend that you have won two tickets to the opera.
4. Get out of my roast you mangy old dog.
5. Tom it's probably best that you sell the old car at a loss.
6. If I were you Hilda I would put off the phone call until we are off the highway.
7. Bruce it's time you learned to operate the lawn mower!
8. I am pleased to announce ladies and gentlemen that Madonna is our surprise guest tonight.

Practice 6

On separate paper, write three sentences using direct address. Punctuate correctly.

PART D

Commas to Set Off Appositives

(1) The Rialto, a new theater, is on Tenth Street.

- *A new theater* describes *the Rialto*.

(2) An elderly man, my grandfather walks a mile every day.

- What group of words describes *my grandfather*? _____

(3) They bought a new painting, a rather beautiful landscape.

- What group of words describes *a new painting*? _____
- *A new theater, an elderly man, and a rather beautiful landscape* are called *appositives*.

An *appositive* is usually a group of words that renames a noun or pronoun and gives more information about it. The appositive can appear at the beginning, middle, or end of a sentence. An appositive is usually set off by commas.

Practice 7

Circle the appositive, and punctuate correctly.

1. That door the one with the X on it leads backstage.
2. A short man he decided not to pick a fight with the basketball player.
3. Hassim my friend from Morocco will be staying with me this week.
4. My nephew wants to go to Mama's Indoor Arcade a very noisy place.
5. George Eliot a nineteenth-century novelist was a woman named Mary Ann Evans.
6. A very close race the election for mayor wasn't decided until 2 a.m.
7. On the Fourth of July my favorite holiday my high school friends get together for an all-day barbecue.
8. Dr. Simpson a specialist in ethnic music always travels with a tape recorder.

Practice 8

On separate paper, write three sentences using appositives. Punctuate correctly.

PART E

Commas for Parenthetical Expressions

- (1) By the way, I think that you're beautiful.
- (2) I think, by the way, that you're beautiful.
- (3) I think that you're beautiful, by the way.

- *By the way* modifies or qualifies the entire sentence or idea.
- It is called a *parenthetical expression* because it is a side remark, something that could be placed in parentheses: (*By the way*) *I think that you're beautiful.*

Set off a parenthetical expression with commas.

Below is a partial list of parenthetical expressions:

as a matter of fact	in fact
believe me	it seems to me
I am sure	it would seem
I assure you	to tell the truth

Practice 9

Circle the parenthetical expressions in the sentences below; then punctuate correctly.

1. Believe me Sonia has studied hard for her driver's test.
2. She possesses it would seem an uncanny gift for gab.
3. It was I assure you an accident.
4. To tell the truth I just put a treadmill in your basement.
5. His supervisor by the way will never admit when he is wrong.
6. A well-prepared résumé as a matter of fact can help you get a job.
7. He is in fact a black belt.
8. To begin with you need a new carburetor.

Practice 10

On separate paper, write three sentences using parenthetical expressions. Punctuate them correctly.

PART F***Commas for Dates***

- (1) I arrived on Monday, March 20, 2000, and found that I was in the wrong city.

- Note that commas separate the different parts of the date.
- Note that a comma follows the last item in the date.

- (2) She saw him on Wednesday and spoke with him.

However, a one-word date (*Wednesday* or *1995*) preceded by a preposition (*in*, *on*, *near*, or *from*, for example) is not followed by a comma unless there is some other reason for it.

Practice 11

Punctuate these sentences correctly. Not every sentence requires additional punctuation.

1. By Tuesday October 6 he had outlined the whole history text.
2. Thursday May 8 is Hereford's birthday.

3. She was born on January 9 1945 in a small New England town.
4. He was born on July 4 1976 the two-hundredth anniversary of the Declaration of Independence.
5. Do you think we will have finished the yearbook by May?
6. On January 24 1848 James Wilson Marshall found gold in California.
7. My aunt is staying with us from Tuesday to Friday.
8. Charles Schulz's final *Peanuts* comic strip was scheduled for February 13 2000 the day on which he died.

Practice 12

On separate paper, write three sentences using dates. Punctuate correctly.

PART G

Commas for Addresses

- (1) We just moved from 11 Landow Street, Wilton, Connecticut, to 73 James Street, Charleston, West Virginia.

- Commas separate different parts of an address.
- A comma generally follows the last item in an address, usually a state (*Connecticut*).

- (2) Julio Smith *from* Queens was made district sales manager.

However, a one-word address preceded by a preposition (*in, on, at, near, or from, for example*) is not followed by a comma unless there is another reason for it.

- (3) Julio Smith, Queens, was made district sales manager.

Commas are required to set off a one-word address if the preposition before the address is omitted.

Practice 13

Punctuate these sentences correctly. Not every sentence requires additional punctuation.

1. Their address is 6 Great Ormond Street London England.
2. Seattle Washington faces the Cascade Mountains.

3. That package must be sent to 30 West Overland Street Phoenix Arizona.
4. We parked on Marble Lane, across the street from the bowling alley.
5. His father now lives in Waco Texas but his sister has never left Vermont.
6. How far is Kansas City Kansas from Independence Missouri?
7. The old watch factory at 43 North Oak Street Scranton Pennsylvania has been condemned by the building inspector.
8. Foster's Stationery 483 Heebbers Street Plainview sells special calligraphy pens.

Practice 14

On separate paper, write three sentences using addresses. Punctuate correctly.

PART II

Commas for Coordination and Subordination

Chapters 13 and 14 cover the use of commas with coordinating and subordinating conjunctions. Below is a brief review.

- (1) Enzo enjoys most kinds of music, but heavy metal gives him a headache.
- (2) Although the weather bureau had predicted rain, the day turned out bright and sunny.
- (3) The day turned out bright and sunny although the weather bureau had predicted rain.

- In sentence (1), a comma precedes the coordinating conjunction *but*, which joins together two independent ideas.
- In sentence (2), a comma follows the dependent idea because it precedes the independent idea.
- Sentence (3) does not require a comma because the independent idea precedes the subordinate one.

Use a comma before coordinating conjunctions—*and, but, for, nor, or, so, or yet*—that join two independent ideas.

Use a comma after a dependent idea only when the dependent idea precedes the independent one; do not use a comma if the dependent idea follows the independent one.

Practice 15

Punctuate correctly. Not every sentence requires additional punctuation.

EXAMPLE: Because scrapped cars create millions of tons of ^{waste,} ~~waste~~ recycling auto parts has become an important issue.

1. Today new cars are made from many old parts and manufacturers are trying to increase the use of recycled materials from old cars.
2. Scrapped cars can be easily recycled because they consist mostly of metals.
3. After these cars are crushed magnets draw the metals out of them.
4. However, the big problem in recycling cars is the plastic they contain.
5. Although plastic can be recycled the average car contains about twenty different kinds of plastic.
6. Separating the different types of plastic takes much time but companies are developing ways to speed up the process.
7. Still, new cars need to be made differently before recycling can truly succeed.
8. Their parts should detach easily and they should be made of plastics and metals that can be separated from each other.
9. As we develop more markets for the recycled auto parts new cars may soon be 90 percent recycled and recyclable.
10. Our environment will benefit and brand-new cars will really be more than fifty years old!

Practice 16

On separate paper, write three sentences, one with a coordinating conjunction, one beginning with a subordinating conjunction, and one with the subordinating conjunction in the middle.

Practice 17 Writing Assignment

With the twentieth century, we entered what is often called the age of invention because of rapid advances in technology, communication, and medicine. Which modern invention has meant the most to you *personally*, and why? You might choose something as common as disposable diapers or as sophisticated as a special feature of a personal computer.

In the first sentence, name the invention. Then, as specifically as possible, discuss why it means so much to you. Proofread for the correct use of commas.

✓ Chapter Highlights

- **Commas separate three or more items in a series:**

He bought a ball, a bat, and a fielder's glove.

- **Unless it is very short, an introductory phrase is followed by a comma:**

By the end of January, I'll be in Australia.

- **Commas set off the name of a person directly addressed:**

I think, Aunt Betty, that your latest novel is a winner.

- **Commas set off appositives:**

My boss, the last person in line in the cafeteria, often forgets to eat lunch.

- **Commas set off parenthetical expressions:**

My wife, by the way, went to school with your sister.

- **Commas separate the parts of a date or an address, except for a one-word date or address preceded by a preposition:**

On April 1, 1997, I was in a terrible blizzard.

I live at 48 Trent Street, Randolph, Michigan.

She works in Tucson as a plumber.

- **A comma precedes a coordinating conjunction that joins two independent ideas:**

We had planned to see a movie together, but we couldn't agree on one.

- **If a dependent idea precedes the independent idea, it is followed by a comma; if the independent idea comes first, it is not followed by a comma:**

Although I still have work to do, my project will be ready on time.

My project will be ready on time although I still have work to do.

Chapter Review

Proofread the following essay for comma errors—either missing commas or commas used incorrectly. Correct the errors above the lines.

Lovely as a Tree

(1) On December 18, 1999 Julia Butterfly Hill's feet touched ground for the first time in more than two years. (2) She had just climbed down from the top, of an ancient tree, in Humboldt County California. (3) The tree a thousand-year-old redwood was named Luna. (4) Hill had climbed 180 feet up Luna on December 10 1997 for what she thought would be a protest of two or three weeks.

(5) Hill's action was intended to stop Pacific Lumber a division of the Maxxam Corporation from cutting down old-growth forests. (6) The area immediately next to Luna, had already been stripped of trees. (7) Because nothing was left to hold the soil to the mountain a huge part of the hill had slid into the town of Stafford California. (8) Many homes had been totally destroyed.

(9) During her unimaginably long tree-sit, Hill endured incredible hardships. (10) For more than two years she lived, on a tiny platform eighteen stories off the ground. (11) El Niño storms almost destroyed her with ferocious winds razor-sharp rain and numbing cold. (12) She once wore two pairs of socks booties two pairs of thermal ski pants two thermal shirts a wool sweater two windbreakers a raincoat gloves and two hats to keep from freezing to death during a storm. (13) In addition to enduring nature's hardships Hill withstood life-threatening torment from the logging company. (14) She was harassed by helicopters various sieges and interference with receiving supplies. (15) Of course she also endured great loneliness sometimes paralyzing fear and always deep sorrow for the destruction around her.

(16) Only twenty-three at the beginning of her tree-sit Hill eventually became both world famous and very knowledgeable about ancient forests. (17) At the top of Luna she would use a cell phone a pager and a daily engagement planner. (18) She was trying to protect the tree itself to slow down all logging in the area and to bring about public awareness. (19) She gave hundreds of phone interviews and answered hundreds of letters.

(20) Hill's action was dramatically successful; Luna was eventually saved from destruction. (21) When Hill returned to normal life she wrote a book *The Legacy of Luna: The Story of a Tree, a Woman, and the Struggle to Save the Redwoods*. (22) Julia Butterfly Hill is now a writer a poet and an activist. (23) She is a frequent speaker at environmental conferences she helped found the Circle of Life Foundation for preserving all life and she has received many honors and awards.

Adapted from Julia Butterfly Hill, *The Legacy of Luna*

Apostrophes

PART A *Using the Apostrophe for Contractions*

PART B *Defining the Possessive*

PART C *Using the Apostrophe to Show Possession
(in Words That Do Not
Already End in -S)*

PART D *Using the Apostrophe to Show Possession
(in Words That Already
End in -S)*

PART A

Using the Apostrophe for Contractions

A *contraction* is a way of combining two words and making one word out of them.

do + not = don't

- Note that the *o* of *not* is omitted in the contraction. An apostrophe (') replaces the omitted letter *o*.

should + not = shouldn't (*o* omitted)

I + have = I've (*ha* omitted)

BE CAREFUL: *Won't* is an odd contraction because it cannot be broken into parts in the same way the previous contractions can.

will + not = won't

Practice 1

Write these words as contractions.

- | | |
|-----------------------|-----------------------|
| 1. you + are = _____ | 5. can + not = _____ |
| 2. who + is = _____ | 6. it + is = _____ |
| 3. was + not = _____ | 7. I + am = _____ |
| 4. they + are = _____ | 8. will + not = _____ |

Practice 2

Insert the missing apostrophes in these contractions.

- | | |
|--------------------------------------|---|
| 1. Wont you go with us? | 8. They just cant agree. |
| 2. Whats in the locked box? | 9. Its too early to leave. |
| 3. Ive called home twice. | 10. Lets have lunch now. |
| 4. Youre gorgeous. | 11. Didnt he mention his name? |
| 5. Whos appearing at the Blue Bongo? | 12. She doesnt like blues; they
dont like classical music. |
| 6. Arent we early? | |
| 7. Now were in trouble. | |

Practice 3

On separate paper, write five sentences using an apostrophe in a contraction.

PART B*Defining the Possessive*

A *possessive* is a word that shows that someone or something owns someone or something else.

Practice 4

In the following phrases, who owns what?

EXAMPLE: "The hat of the man" means the man owns the hat.

- "The camera of Judson" means _____.
- "The hopes of the people" means _____.
- "The thought of the woman" means _____.
- "The trophies of the home team" means _____.
- "The ideas of that man" means _____.

PART C

Using the Apostrophe to Show Possession (in Words That Do Not Already End in -S)

(1) the hands of my father becomes (2) my father's hands

- In phrase (1), who owns what? _____
- In phrase (1), what is the *owner word*? _____
- How does the owner word show possession in phrase (2)?

- Note that what is owned, *hands*, follows the owner word.

If the *owner word* (possessive) does not end in -s, add an apostrophe and an -s to show possession.

Practice 5

Change these phrases into possessives with an apostrophe and an -s. (Note that the owner words do not already end in -s.)

- EXAMPLE:** the friend of my cousin = my cousin's friend
- the eyes of Rona = _____
 - the voice of the coach = _____
 - the ark of Noah = _____
 - the technology of tomorrow = _____
 - the jacket of someone = _____

Practice 6

Add an apostrophe and an -s to show possession in these phrases.

- | | |
|----------------------|---------------------------|
| 1. Judy briefcase | 6. everyone dreams |
| 2. the diver tanks | 7. your daughter sandwich |
| 3. Murphy Law | 8. last month prices |
| 4. Bill decision | 9. that woman talent |
| 5. somebody umbrella | 10. anyone guess |

Practice 7

On separate paper, write five sentences. In each, use an apostrophe and an -s to show ownership. Use owner words that do not already end in -s.

PART D

Using the Apostrophe to Show Possession (in Words That Already End in -S)

(1) the uniforms of the pilots becomes (2) the pilots' uniforms

- In phrase (1), who owns what? _____
- In phrase (1), what is the owner word? _____
- How does the owner word show possession in phrase (2)?

- Note that what is owned, *uniforms*, follows the owner word.

If the *owner word* (possessive) ends in -s, add an apostrophe after the -s to show possession.*

Practice 8

Change these phrases into possessives with an apostrophe. (Note that the owner words already end in -s.)

- EXAMPLE:** the helmets of the players = the players' helmets
1. the farm of my grandparents = _____
 2. the kindness of my neighbors = _____
 3. the dunk shots of the basketball players = _____
 4. the music of The Smashing Pumpkins = _____
 5. the trainer of the horses = _____

Practice 9

Add either 's or ' to show possession in these phrases. BE CAREFUL: Some of the owner words end in -s and some do not.

- | | |
|----------------------------|---------------------------------|
| 1. the models faces | 7. my niece CDs |
| 2. the model face | 8. your parents anniversary |
| 3. the pilot safety record | 9. the men locker room |
| 4. the children room | 10. three students exams |
| 5. the runner time | 11. several contestants answers |
| 6. Boris radio | 12. Mr. Jones band |

*Some writers add an 's to one-syllable proper names that end in -s: *James's book*.

Practice 10

Rewrite each of the following pairs of short sentences as *one* sentence by using a possessive.

EXAMPLE: Joan has a friend. The friend comes from Chile.

Joan's friend comes from Chile.

1. Rusty has a motorcycle. The motorcycle needs new brakes.

2. Nurse Johnson had evidence. The evidence proved that the doctor was not careless.

3. Ahmad has a salary. The salary barely keeps him in peanut butter.

4. Lee has a job. His job in the Complaint Department keeps him on his toes.

5. José has a bad cold. It makes it hard for him to sleep.

6. Jessie told a joke. The joke did not make us laugh.

7. John Adams had a son. His son was the first president's son to also become president of the United States.

8. My sisters have a day-care center. The day-care center is open seven days a week.

9. The twins have a goal. Their goal is to learn synchronized swimming.

10. Darren has a thank-you note. The thank-you note says it all.

Practice 11

On separate paper, write six sentences that use an apostrophe to show ownership—three using owner words that do not end in *-s* and three using owner words that do end in *-s*.

BE CAREFUL: Apostrophes show possession by nouns. As the following chart indicates, possessive pronouns do not have apostrophes.

Possessive Pronouns

Singular	Plural
<u>my</u> book, <u>mine</u>	<u>our</u> book, <u>ours</u>
<u>your</u> book, <u>yours</u>	<u>your</u> book, <u>yours</u>
<u>his</u> book, <u>his</u>	<u>their</u> book, <u>theirs</u>
<u>her</u> book, <u>hers</u>	
<u>its</u> book, <u>its</u>	

Do not confuse *its* (possessive pronoun) with *it's* (contraction for *it is* or *it has*) or *your* (possessive pronoun) with *you're* (contraction for *you are*).*

REMEMBER: Use apostrophes for contractions and possessive nouns only. Do not use apostrophes for plural nouns (*four marbles*), verbs (*he hopes*), or possessive pronouns (*his, hers, yours, its*).

Practice 12 Writing Assignment

Assume that you are writing to apply for a position as a teacher's aide. You want to convince the school principal that you would be a good teacher, and you decide to do this by describing a time that you taught a young child—your own child, a younger sibling, or a friend's child—to do something new.

In your topic sentence, briefly state who the child was and what you taught him or her. What made you want to teach this child? Was the experience easier or harder than you expected? How did you feel afterward? Proofread for the correct use of apostrophes.

✓ Chapter Highlights

- An apostrophe can indicate a contraction:

We're glad you could come.

They won't be back until tomorrow.

- A word that does not end in -s takes an 's to show possession:

Is that *Barbara's* coat on the sofa?

I like *Clint Eastwood's* movies.

- A word that ends in -s takes just an ' to show possession:

That store sells *ladies'* hats with feathers.

I depend on my *friends'* advice.

*See Chapter 4 for work on words that look and sound alike.

Chapter Review

Proofread this essay for apostrophe errors—missing apostrophes and apostrophes used incorrectly. Correct the errors above the lines.

The Magic Fastener

(1) Its hard to remember the world without Velcro. (2) Shoelaces had to be tied; jackets' had to be zipped and did'nt make so much noise when they were loosened. (3) We have a Swiss engineers' curiosity to thank for todays changes.

(4) On a hunting trip in 1948, Georges de Mestral became intrigued by the seedpods that clung to his clothing. (5) He knew that they we're hitching rides to new territory by fastening onto him, but he could'nt tell how they were doing it. (6) He examined the seedpods to find that their tiny hooks were catching onto the threads of his jacket.

(7) The idea of Velcro was born, but the actual product wasnt developed overnight. (8) It took eight more years' before Georges de Mestrals invention was ready for the market. (9) Today, Velcro is used on clothing, on space suits, and even in artificial hearts. (10) Velcro can not only help keep a skier warm but can also save a persons' life.

CHAPTER 21

Direct and Indirect Quotations

PART A *Defining Direct and Indirect Quotations*

PART B *Punctuating Simple Direct Quotations*

PART C *Punctuating Split Quotations*

PART D *Ending Direct Quotations*

PART A

Defining Direct and Indirect Quotations

- (1) John said that he was going.
- (2) John said, "I am going."

- Which sentence gives the *exact words* of the speaker, John?

- Why is sentence (2) called a *direct quotation*?

- Why is sentence (1) called an *indirect quotation*?

- Note that the word *that* introduces the *indirect quotation*.

Practice 1

Write *D* in the blank at the right if the sentence uses a *direct quotation*. Write *I* in the blank at the right if the sentence uses an *indirect quotation*.

1. She said that she was thirsty. _____
2. Rita asked, "Which is my chair?" _____
3. Ruth insisted that one turkey would feed the whole family. _____
4. The students shouted, "Get out of the building! It's on fire!" _____
5. "This is silly," she said, sighing. _____
6. I suggested that Rod's future was in the catering business. _____

PART B

Punctuating Simple Direct Quotations

Note the punctuation:

(1) Rafael whispered, "I'll always love you."

- Put a comma before the direct quotation.
- Put quotation marks around the speaker's exact words.
- Capitalize the first word of the direct quotation.
- Put the period *inside* the end quotation marks.

Of course, the direct quotation may come first in the sentence:

(2) "I'll always love you," Rafael whispered.

- List the rules for a direct quotation written like the sentence above:

Practice 2

Rewrite these simple direct quotations, punctuating them correctly.

1. He yelled answer the phone!
Rewrite: _____
2. The usher called no more seats in front.
Rewrite: _____

3. My back aches she repeated dejectedly.

Rewrite: _____

4. Examining the inside cover, Bob said, this book was printed in 1879.

Rewrite: _____

5. Something is doing the backstroke in my soup the man said.

Rewrite: _____

PART C

Punctuating Split Quotations

Sometimes one sentence of direct quotation is split into two parts:

- (1) "Because it is 2 a.m.," he said, "you had better go."

- *He said* is set off by commas.
- The second part of the quotation—*you had better go*—begins with a small letter because it is part of one directly quoted sentence.

- (2) "Because it is 2 a.m. . . . you had better go."

A direct quotation can also be broken into separate sentences:

- (3) "It is a long ride to San Francisco," he said. "We should leave early."

- Because the second part of the quotation is a separate sentence, it begins with a capital letter.
- Note the period after *said*.

BE CAREFUL: If you break a direct quotation into separate sentences, be sure that both parts of the quotation are complete sentences.

Practice 3

Rewrite these split direct quotations, punctuating them correctly.

1. Before the guests arrive she said let's relax.

Rewrite: _____

2. Don't drive so fast he begged I get nervous.

Rewrite: _____

3. Although Mort is out shellfishing Fran said his hip boots are on the porch.

Rewrite: _____

4. Being the youngest in the family she said has its advantages.

Rewrite: _____

5. This catalog is fantastic the clerk said and you can have it for free.

Rewrite: _____

Practice 4

On separate paper, write three sentences using split quotations.

PART D

Ending Direct Quotations

A sentence can end in any of three ways:

- with a period (.)
- with a question mark (?)
- with an exclamation point (!)

The period is *always* placed inside the end quotation marks:

- (1) He said, "My car cost five thousand dollars."

The question mark and the exclamation point go before or after the quotation marks—depending on the sense of the sentence.

- (2) He asked, "Where are you?"
 (3) Did he say, "I am thirty-two years old"?
 (4) She yelled, "Help!"

- The question mark in sentence (2) is placed before the end quotation marks because the direct quotation is a question.
- The question mark in sentence (3) is placed after the end quotation marks because the direct quotation itself *is not a question*.

Note that sentence (2) can be reversed:

- (5) "Where are you?" he asked.

- Can you list the rules for the exclamation point used in sentence (4)?

Note that sentence (4) can be reversed:

- (6) "Help!" she yelled.

Practice 5

Rewrite these direct quotations, punctuating them correctly.

1. Barbara asked is that your SUV.

Rewrite: _____

2. Did Shenoya make the team he inquired.

Rewrite: _____

3. Be careful with that mirror she begged the movers.

Rewrite: _____

4. The truck driver shouted give me a break.

Rewrite: _____

5. Did she say I wouldn't spend my money on that pet rock.

Rewrite: _____

Practice 6 Writing Assignment

Write a note to someone with whom you have had an argument. Your goal is to get back on friendly terms with this person. In your first sentence, state this goal, asking for his or her open-minded attention. Then tell him or her why you think a misunderstanding occurred, and explain how you think conflict might be avoided in the future. Refer to the original argument by using both direct and indirect quotations. Check for the correct use of quotation marks; be careful with *all* punctuation.

✓ Chapter Highlights

- A direct quotation requires quotation marks:

Benjamin Franklin said, "There never was a good war or a bad peace."

- Both parts of a split quotation require quotation marks:

"It isn't fair," she argued, "for us to lose the money for the after-school programs."

- When a direct quotation is split into separate sentences, begin the second sentence with a capital letter:

"It's late," he said. "Let's leave in the morning."

- Always place the period inside the end quotation marks:

He said, "Sometimes I talk too much."

- A question mark or an exclamation point can be placed before or after the end quotation marks, depending on the meaning of the sentence:

She asked, "Where were you when we needed you?"

Did she say, "Joe looks younger without his beard"?

Chapter Review

Proofread this essay for direct and indirect quotations. Punctuate the quotations correctly, and make any other necessary changes above the lines.

Satchel Paige

(1) Some people say that the great pitcher Leroy Paige was called Satchel because of his big feet. (2) Paige himself said I got the nickname as a boy in Mobile before my feet grew. (3) He earned money by carrying bags, called satchels, at the railroad station. (4) I figured out a way to make more money by carrying several bags at a time on a pole he said. (5) Other boys began shouting at him that he looked like a satchel tree. (6) The name stuck.

(7) Unfortunately, for most of Paige's long pitching career, major league baseball excluded African-American players. (8) However, Satchel Paige pitched impressively in the black leagues and in tours against white teams. (9) In 1934, he won a thirteen-inning, one-to-nothing pitching duel against the white pitcher Dizzy Dean and a team of major league all-stars. (10) My fast ball admitted Dean looks like a change of pace alongside of that little bullet old Satchel shoots up to the plate!

(11) After Jackie Robinson broke the major league color barrier in 1948, Satchel Paige took his windmill windup to the Cleveland Indians. (12) He became the oldest rookie in major league history. (13) Some people said that he was too old, but his record proved them wrong. (14) His plaque in the Baseball Hall of Fame reads he helped pitch the Cleveland Indians to the 1948 pennant.

(15) Satchel Paige pitched off and on until he was sixty years old. (16) When people asked how he stayed young, he gave them his famous rules. (17) Everyone remembers the last one. (18) Don't look back he said. (19) Something might be gaining on you.

CHAPTER 22

Semicolons

So far you have learned to join ideas together in two ways.

Coordinating conjunctions (*and, but, for, nor, or, so, yet*) can join ideas:

- (1) This is the worst food we have ever tasted, *so* we will never eat in this restaurant again.

Subordinating conjunctions (for example, *although, as, because, if, and when*) can join ideas:

- (2) *Because* this is the worst food we have ever tasted, we will never eat in this restaurant again.

Another way to join ideas is with a semicolon:

- (3) This is the worst food we have ever tasted; we will never eat in this restaurant again.

A semicolon joins two related independent ideas without a conjunction; do not capitalize the first word after a semicolon.

Use the semicolon for variety. In general, use no more than one or two semicolons in a paragraph.

Practice 1

Each independent idea below is the first half of a sentence. Add a semicolon and a second complete idea, one that can stand alone.

EXAMPLE: Ken was a cashier at Food City ; *now he manages the store.*

1. My cat spotted a mouse _____

2. The garage became an art studio _____

3. Beatrice has an unlisted phone number _____

4. The man browsed through the items for sale _____

5. I felt sure someone had been in the room _____

6. Bruno is learning to rollerblade _____

7. Roslyn's first car had a stick shift _____

8. The batter takes a hard swing at the ball _____

BE CAREFUL: Do not use a semicolon between a dependent idea and an independent idea.

Although he is never at home, he is not difficult to reach at the office.

- You cannot use a semicolon in this sentence because the first idea (*although he is never at home*) cannot stand alone.
- The word *although* requires that another idea be added in order to make a complete sentence.

Practice 2

Which of these ideas can be followed by a semicolon and an independent thought? Check them (✓).

1. When Molly peered over the counter ____
2. The library has installed new computers ____
3. After he finishes cleaning the fish ____
4. She suddenly started to laugh ____
5. My answer is simple ____
6. I cannot find my car keys ____
7. The rain poured down in buckets ____
8. Before the health fair is over ____
9. Unless you arrive early ____
10. Because you understand, I feel better ____

Now copy the sentences you have checked, add a semicolon, and complete each sentence with a second independent idea. You should have checked sentences 2, 4, 5, 6, 7, and 10.

2. _____

4. _____

5. _____

6. _____

7. _____

10. _____

Practice 3 Writing Assignment

Many people find that certain situations make them nervous or anxious—for example, giving a speech or meeting strangers at a social gathering. Have you ever conquered such an anxiety yourself or even learned to cope with it successfully?

Write to someone who has the same fear you have had; encourage him or her with your success story, explaining how you managed the anxiety. Describe what steps you took.

Use one or two semicolons in your paper. Make sure that semicolons join together two independent ideas.

✓ Chapter Highlights

- A semicolon joins two independent ideas:

I like hiking; she prefers fishing.

- Do not capitalize the first word after a semicolon.

Independent idea

;

independent idea.

Chapter Review

Proofread for incorrect semicolons or capital letters. Make your corrections above the lines.

(1) The Swiss Army knife is carried in the pockets and purses of millions of travelers, campers, and just plain folks. (2) Numerous useful gadgets are folded into its famous red handle; These include knife blades, tweezers, scissors, toothpick, screwdriver, bottle opener, fish scaler, and magnifying glass. (3) Because the knife contains many tools; it is also carried by explorers, mountain climbers, and astronauts. (4) Lives have been saved by the Swiss Army knife. (5) It once opened the iced-up oxygen system of someone climbing Mount Everest; It saved the lives of scientists stranded on an island who used the tiny saw on the knife to cut branches for a fire. (6) The handy Swiss Army knife was created for Swiss soldiers in 1891; and soon became popular all over the world. (7) It comes in many models and colors many people prefer the classic original. (8) The Swiss Army knife deserves its reputation for beautiful design and usefulness; a red one is on permanent display in New York's famous Museum of Modern Art.

Capitalization

Here are the basic rules of capitalization:

1. nationality, race, language, religion

Capitalize →

American, African American, French, English, Protestant, Jewish, Catholic, Muslim, Buddhist, and so forth

This group is *always* capitalized.

2. names of persons, countries, states, cities, places, streets, bodies of water, and so forth

Capitalize ↗

Bill Morse, New Zealand, California, Denver, Central Park, Jones Street, Pacific Ocean, and so forth

↘ but

a large state, a town, the lake, and so forth

If you name a specific person, state, city, street, or body of water, *capitalize*; if you don't, use small letters.

3. buildings, organizations, institutions

Capitalize ↗

World Trade Center, Paradise Theater, National Organization for Women, Johnson City Library, Smithsonian University, and so forth

↘ but

a tall building, an expensive theater, a feminist group, an old school, and so forth

If you name a specific building, group, or institution, *capitalize*; if you don't, use small letters.

4. historical events,
periods, documents

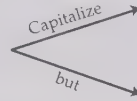


the Spanish-American War,
the Renaissance, the
Constitution, and so forth

a terrible war, a new charter,
and so forth

If you name a specific historical event, period, or document, *capitalize*; if you don't, use small letters.

5. months, days, holidays

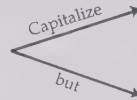


June, Monday, the Fourth of
July, and so forth

summer, fall, winter, spring

Always capitalize months, days, and holidays; use small letters for the seasons.

6. professional and civil
titles



Dr. Smith, Professor
Greenstein, Judge Alvarez,
and so forth

the doctor, the professor, the
judge, and so forth

If you name the doctor, judge, and so forth, *capitalize*; if you don't, use small letters.

7. family names



Uncle Joe, Grandmother
Stein, Cousin Beverly,
Mother, Grandfather,
and so forth

an uncle, the aunt, our
cousin, my mother, her
grandfather, and so forth

If you name a relative or use *Mother*, *Father*, *Grandmother*, or *Grandfather* as a name, *capitalize*; however, if these words are preceded by the word *a*, *an*, or *the*, a possessive pronoun, or an adjective, use small letters.

8. brand names



Greaseo hair oil, Quick
drafting ink, and so forth

Capitalize the brand name but not the type of product.

9. geographic locations

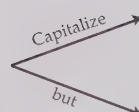


the East, the Northwest, the
South, and so forth

east on the boulevard

If you mean a geographic location, *capitalize*; if you mean a direction, use small letters.

10. academic subjects



Mathematics 51, Sociology
11, English Literature 210,
and so forth

a tough mathematics course,
an A in sociology, a course in
English literature, and so forth

If you use the course number, *capitalize*; if you don't, use small letters. However, always capitalize languages and countries.

11. titles of books, poems,
plays, films

A Farewell to Arms, "Ode to a
Bat," *Major Barbara*, *Almost
Famous*, and so forth

Capitalize titles except for *a*, *an*, and *the*; prepositions; and coordinating conjunctions. However, always capitalize the *first* and *last* words of the title.

Practice 1

Capitalize where necessary.

EXAMPLE: The ^Smithsonian consists of many museums and the ^National ^Zoological ^Park.

1. Judy and I took the children and aunt mae to washington last summer during the week of independence day.
2. We spent one full day visiting the museums.
3. Carl and Luke liked the national air and space museum best.
4. They thought that the tiny craft flown by orville and wilbur wright at kitty hawk, north carolina, in 1903 looked like a model plane.
5. We all marveled that charles lindbergh would dare to fly a plane as small as the *spirit of saint louis* across the atlantic ocean.
6. There was a great difference between those early planes and the model of the *voyager* spacecraft; this modern spacecraft was designed to explore jupiter, saturn, and uranus.
7. Next, we walked along constitution avenue to the national museum of american history.
8. There I saw my favorite car, the 1903 winton that made the first trip across the united states.
9. We also saw the flag that inspired francis scott key to write "the star spangled banner."
10. This was the same flag that mrs. pickersgill sewed to fly over Fort McHenry in chesapeake bay during 1812.

11. Some of the other treasures we viewed there were president washington's wooden false teeth, a pair of ruby slippers from the film *the wizard of oz*, and a copy of thomas paine's book *common sense*.
12. Finally, my family and I went to the national museum of natural history to stare at the african bull elephant and bengal tiger on display.
13. Exhausted, we returned to the ramada inn, flopped into bed, and watched a rerun of *star trek*.
14. The next day, thursday, we visited the white house and the library of congress.
15. We never saw any of the art museums that are also part of the smithsonian.

Practice 2 Writing Assignment

Is your vacation usually a disaster or a success? Describe a particularly memorable vacation—either bad or good—in which you learned something about how to plan or enjoy a vacation.

In your first sentence, tell what you learned. Explain what went right and what went wrong. Be sure to name the places you visited and the sights you saw. You will probably want to arrange events in time order. Proofread for correct capitalization.

✓ Chapter Highlights

- **Capitalize nationalities, languages, races, and religions:**
Asian, French, Caucasian, Baptist
- **Capitalize specific countries, states, cities, organizations, and buildings:**
Belgium, Utah, Akron, United Nations, the White House
- **Capitalize months, days, and holidays, but not seasons:**
November, Friday, Labor Day, summer
- **Capitalize professional titles only when a person is named:**
Mayor Alexander, the mayor, Superintendent Alicia Morgan
- **Capitalize brand names, but not the type of product:**
Dawn dishwashing detergent
- **Capitalize geographic locations, but not directions:**
the West, west of the city
- **Capitalize academic subjects only when they are followed by a course number:**
History 583, psychology
- **Capitalize titles of books, poems, plays, and films:**
Lord of the Flies, "The Raven," *Rent*, *The Perfect Storm*

Chapter Review

Proofread the following essay for errors in capitalization; correct the errors above the lines.

The Strange Career of Deborah Sampson

- (1) Few Soldiers have had a stranger army career than Deborah Sampson.
- (2) Sampson disguised herself as a man so that she could fight in the revolutionary war. (3) Born on december 17, 1760, she spent her early years in a Town near plymouth, massachusetts. (4) Her Father left his large family, however, and went to sea when Sampson was seven years old. (5) After living with a Cousin and then with the widow of a Minister, sampson became a servant in a wealthy family.
- (6) Household tasks and hard outdoor work built up her physical strength. (7) She was taller than the average Man and more muscular than the average Woman. (8) Therefore, she was able to disguise herself successfully. (9) Sampson enlisted in the continental army on may 20, 1782, under the name of robert shurtleff.
- (10) Sampson fought in several Battles and was wounded at least twice. (11) One story says that she took a bullet out of her own leg with a penknife to avoid seeing a Doctor. (12) However, after the surrender of the british, Sampson's regiment was sent to philadelphia, where she was hospitalized with a high fever and lost consciousness. (13) At the Hospital, dr. Barnabas Binney made the discovery that ended Sampson's army life. (14) She was honorably discharged by general henry knox at west point on october 28, 1783.
- (15) Officially female again, Sampson returned to Massachusetts and eventually married a Farmer named benjamin gannett. (16) The story of Sampson's adventures spread; in 1797, a book titled *the female review* was published about her. (17) When Sampson decided to earn money by telling her own story, she became the first american woman to be paid as a Public Speaker. (18) She gave her first talk at the federal street theatre in boston in march 1802 and toured until september. (19) Her health was poor, however, and she could not continue her appearances.
- (20) In 1804, paul revere, who was a neighbor of the gannetts, wrote to a member of the united states congress. (21) He asked for a pension for this Soldier

who had never been paid and was still suffering from her war wounds. (22)
Congress granted deborah sampson gannett a pension of four dollars a month.

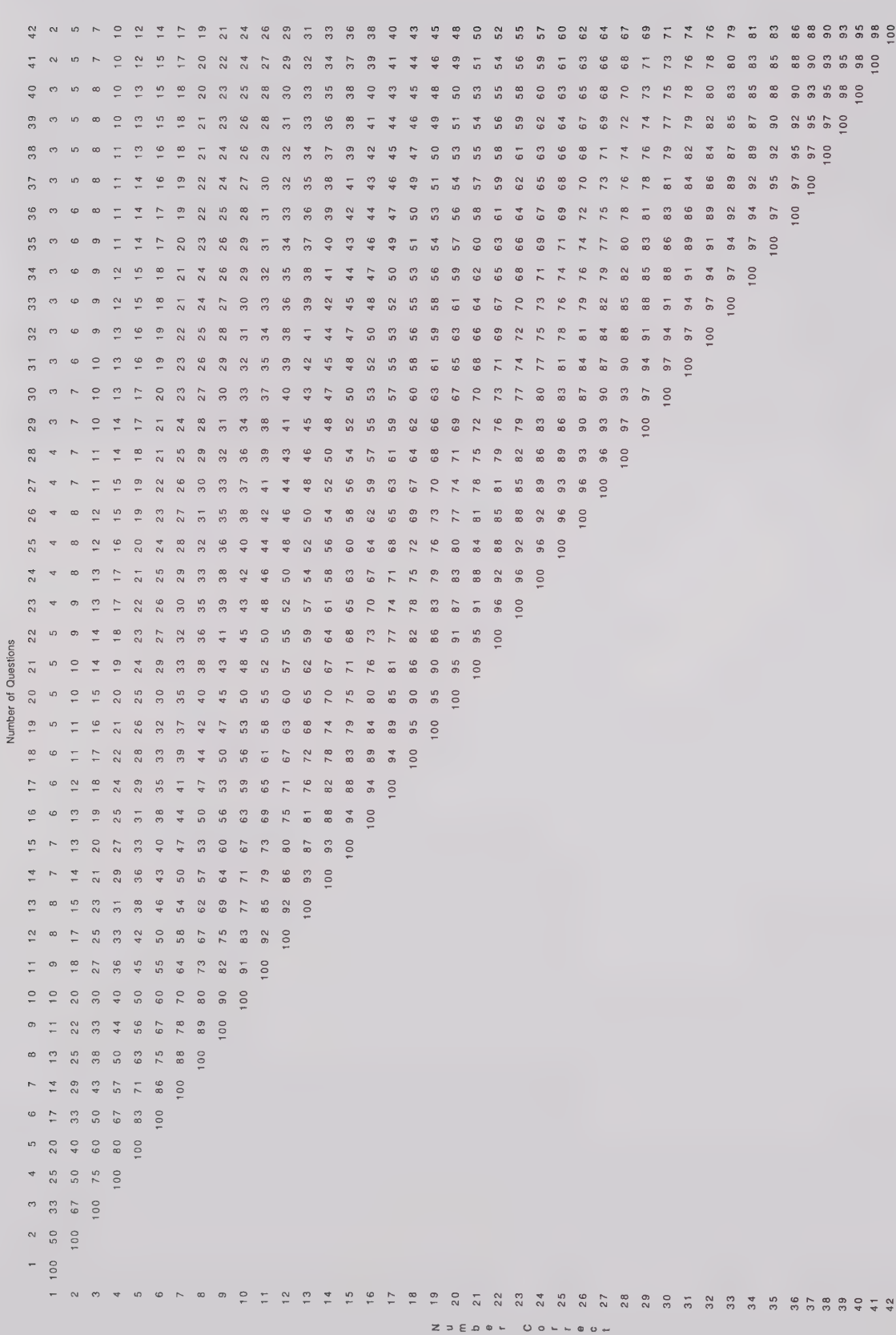
(23) Deborah Sampson died in sharon, Massachusetts, in april 1827. (24) Her story inspired the People of her own time and continues to inspire People today. (25) Two plays have been written about her: *she was there* and *portrait of deborah*. (26) On veterans day in 1989, a life-size bronze statue was dedicated in front of the sharon public library to honor her.

APPENDIX

Study Pointers

1. Organize your time. Set up a schedule. Decide what to study, when to study it, and for how long. Start with difficult tasks first. Keep the schedule flexible enough to allow rearrangement when necessary. Remember to allow study time and recreation time. Do rote memory tasks just before you go to sleep. Also, study in a suitable place.
2. Underlining or highlighting in a textbook sometimes helps although it can become mechanical and add to self-hypnosis if you over-do it. Mark only the important words for review.
3. Outlining in your own words forces you to think about what you are reading and studying. Outlining by copying subtitles from the text usually is a mechanical process and is worthless.
4. After reading a section, stop to analyze what you have read. Relate it to other materials that you know. Reorganize your thoughts to include the new material you have just learned.
5. Make lecture notes brief; don't try to write down every word, or you'll fall behind and miss something. Be sure to include the ideas that are new. Relate it to points you know. Good notes and regular review are your insurance against forgetting.
6. A well-organized notebook can help raise your grade. Keep an assignment sheet to keep track of assignment instructions, due dates, and test dates. Use dividers to have a separate section for each class.
7. Much learning takes place in the classroom. Don't miss classes. Listen to everything that goes on in class.
8. Soon after class, take time to think about what you learned. Don't let the information get "cold" before you work on it (analyzing, relating, reviewing).
9. Memorizing is not bad unless it is overdone. Definitions, formulas, rules with their exceptions can be memorized to your advantage. You still need to understand the material.

10. Prepare for each class. If you read the material in advance, you are better prepared to fit the information of the lecture into an organized background.
11. Review your work periodically. The work of two days ago should be reviewed and related to your current work. Don't stop studying when you think you've learned the material. Continue a regular weekly review. This helps to guard against "going blank" or "freezing up" during tests.
12. Talk to yourself. Don't be afraid to ask yourself questions and answer them. The question-and-answer type of study with another person is very helpful and effective. Make sure to study the material yourself first. Then don't just think about the answer, but answer in complete sentences orally or on paper. Making your own flash cards is also convenient and beneficial. You can carry them with you and study a couple cards when you have just a few minutes.
13. Concentrate. Set yourself a goal that you wish to obtain in that one study period. Discipline yourself to stick with it and keep trying until you attain that goal. Distractions will come; you must learn to reject them. This requires real effort and self-control. If you fail to concentrate, jot down your thoughts on paper. Try breaking up your study session into 20-minute blocks with 5-minute breaks in between. If you get tired or bored, switch to another activity, subject, or environment. Stop studying when you are no longer being productive.



TEST RECORD

Mastery Test

(Write title of each test)

Scores

Dates

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